Syllabus for ECT 5266

Course Prefix/Number: ECT 5266

Course Title: Administration and Supervision of CTE

Course Credit Hours: 3

Instructor Name and Contact Information:

- Dr. Jill T. White, Associate Professor
- Mailing address: 11000 University Parkway, Building70/106
- Pensacola, FL 32514
- Telephone: 850-474-3395
- Email: jwhite@uwf.edu
- Office hours: Tuesday and Thursday, 11:00 a.m. - 5:00 p.m.
- Monday, Wednesday, and Friday by appointment only

Prerequisites or Co-Requisites: None. A background in career and/or adult education or curriculum design is beneficial.

Course Description: Administrative and supervisory functions in creating new programs and maintaining existing programs to adequately serve community needs in career and technical and adult education programs. (University of West Florida Catalog 2012-2013.)

Pre- and Corequisites: None, although a background in career and technical education would be helpful.

Purpose of Course:

This course is required for the Career and Technical Director endorsement and may be used in the Career and Technical Education Master's Degree. (Other required courses for Career and Technical Director are ECW 6695, School and Community Relations; and ECT 5295 Curriculum and Supervision for Career and Technical Education. All of these courses will be offered on-line through a
combination of Internet and experiential learning experiences facilitated through a combination of self-directed and self-paced learning and group/team projects through the Internet.) The course addresses key knowledge, competencies, and attitudes identified through research on career and technical and adult education leadership.

The term *workforce education* will be used when referring to secondary career and technical, postsecondary career and technical, and adult education. The need for competent workforce education administrators has long been recognized. With the rapid changes in the realm of total educational reform and the legislative mandates, the workforce education administrator faces competencies and required knowledge bases which did not exist previously. The new workforce education administrator must interact with other service providers to provide the public with a one-stop approach to advance the client from classroom to the workforce, often with new and innovative approaches to education.

The purpose of this course is to guide and assist the student in developing knowledge and understanding of the competencies and applied knowledge required to administer and to supervise workforce education programs in the public or private sector as programs are currently evolving. The competencies included in the course are recommended as a requirement for certification of career and technical administrators and provide for the development of an empowered person and professional to administer workforce education programs.

**Student Learning Outcomes:**

- Identify the foundations and scope of workforce education leadership.
- Identify the structure and organization of workforce education at the federal, state, and local levels.
- Interpret and apply workforce education legislation.
- Compare and contrast the missions and delivery systems of secondary CTE, postsecondary CTE, and adult education programs within the field of workforce education.
- Assess strategic planning for workforce education.
• Develop a comprehensive marketing plan for a selected workforce education programs.
• Identify and analyze data that affect workforce education.
• Demonstrate skills required to conduct a workforce education program evaluation.
• Explain the financial management process within workforce education.
• Synthesize personnel management issues including recruitment, selection, supervision, development, and evaluation of personnel in workforce education.
• Discuss motivational, problem-solving and decision-making processes as they apply to educational planning.
• Articulate career development theory that aligns with workforce education program implementation.
• Identify strategies for improving instructional management in workforce education.
• Describe facilities and other resource issues in workforce education.
• Demonstrate a knowledge of the requirements of support services (guidance, special populations, etc.) when providing quality workforce development education.

**Required Text:** None

**Readings:** Posted to Desire2Learn weekly. Readings will include journal articles based on administration and supervision, career and technical/adult education, legislative policy, and current issues and trends in career and technical/adult education.

**Web Sites:**

- Office of Vocational and Adult Education [http://www.ed.gov/about/offices/list/ovae/index.html](http://www.ed.gov/about/offices/list/ovae/index.html)
• National Workforce Development Site: http://www.naistd.com
• National Dissemination Center for CTE http://nccte.org/
• Agency for Workforce Innovation in Florida: http://www.floridajobs.org/

**Required Readings:**

- Selected downloads from http://nccte.org/
- Reserved and posted articles

**Required Materials:**

- Internet Access
- E-mail Account

**Grading / Evaluation:**

Grading scale: The final letter grade for the course is awarded based upon the percentage of points earned for assignments. Assignment values are posted in the Grades Section of D2L. The final letter grades for the course are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>F</td>
<td>62-0</td>
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</tbody>
</table>
**Evaluation system:**

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments</td>
<td>40</td>
</tr>
<tr>
<td>8 @ 5 pts. ea.</td>
<td></td>
</tr>
<tr>
<td>Annotated Journal Articles</td>
<td>20</td>
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<tr>
<td>4 @ 5 pts. ea.</td>
<td></td>
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<tr>
<td>eLearning Discussions</td>
<td>10</td>
</tr>
<tr>
<td>Mid-term Marketing Plan</td>
<td>10</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>20</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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**Weekly Assignments.** A series of eLearning-based assignments will be incorporated into weekly sessions throughout the semester. Each student will be expected to work independently and submit original work. Students may use written or electronic documents for reference, and where citation is necessary, use the latest edition of the *APA (American Psychological Association) Publication Manual*. These assignments are intended to provide a learning opportunity as well as an academic measurement tool and will be posted weekly. Submit all documents (word processed) as Word or .rtf files.

**Annotated Journal Articles.** Students will read, summarize, and provide feedback on journal articles related to CTE/vocational and/or adult education administration. These one-page documents should summarize the research findings or article focus, and then students should reflect upon the article as it relates to their prior knowledge and experience. Again, the article should be referenced using APA style at the top of the page.

**eLearning Discussions.** The purpose of threaded discussions is to establish a professional learning community to improve student outcomes. Each student is expected to contribute to the discussion each week. The instructor will start at least one thread to which
students may contribute thoughts, or students may begin a content-related thread for discussion.

**Mid-term Project.** Students will design a marketing plan for a selected district/career center/community college CTE/adult education program. The plan will include goals, strategies, and a timeline. A separate assignment sheet is available to students through the course contents link.

**Final Project.** Students will research, synthesize, and report on an issue related to CTE/adult education administration and/or best practices in CTE/adult education. A separate assignment sheet is available to students through the course contents link.

**Course Requirements:**

All assignments shall be submitted on the dates designated; a penalty may be assessed for assignments submitted after the due date.

Participation in each weekly discussion is crucial for this course, and students will have the opportunity to earn full "eLearning Discussions" points only if they contribute each week.

**Tentative Weekly Schedule:**

|---------|-------------------|-------------------|-----------------|
| 1       | Student focus and purpose  
Foundation and scope of workforce education  
Leadership  
Structure and organization of workforce education | Workforce education legislation  
Missions and delivery systems of workforce education | Workforce education strategic planning  
Workforce education program marketing |
<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Nov. 1 - 8</td>
<td>CTE/adult education data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workforce education program evaluation</td>
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<tr>
<td>5</td>
<td>Nov. 8 - 15</td>
<td>Workforce education financial management</td>
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<tr>
<td></td>
<td></td>
<td>Workforce education personnel management issues</td>
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<tr>
<td>6</td>
<td>Nov. 15 - 22</td>
<td>Motivational, problem-solving and decision-making processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career development/adult education theory</td>
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<tr>
<td>7</td>
<td>Nov. 22 - 29</td>
<td>Strategies for improving instructional management</td>
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<tr>
<td></td>
<td></td>
<td>Facilities and other resource issues in workforce education</td>
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<tr>
<td>8</td>
<td>Nov. 29 - Dec. 8</td>
<td>Workforce education support services</td>
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<tr>
<td></td>
<td>Final Project 12/78</td>
<td>Wrap up</td>
</tr>
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**Special Technology Utilized by Students:** This course is totally online. All instructional content and interaction takes place over the web. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the Internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Real Player: [http://forms.real.com/netzip/getrde601.html?h=207.188.7.15](http://forms.real.com/netzip/getrde601.html?h=207.188.7.15)
NOTE: Learning at a distance may be a very different environment for many of you. You will generally set your own schedules, participate in class activities at your convenience, and work at your own pace. You may spend some additional time online during the first few weeks while you become acclimated to the online class format and you may feel overwhelmed. You should also be prepared to spend approximately 6 - 8 hours per week online completing lessons, activities, and participating in class discussions.

**Expectations for Academic Conduct/Plagiarism Policy:**

Academic Conduct Policy: [Web Format] | [PDF Format] | [RTF Format]

Plagiarism Policy: [Word Format] | [PDF Format] | [RTF Format]

Student Handbook: [PDF Format]

**Assistance:**

Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.

**Resources:**


