



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education

Course Number and Title: CATE 4443: Teaching Career Development in Public Schools

Meets: Summer Session 1: Online

Office Hours:

Instructor: Dr. Sheri Deaton
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Monday: By appointment
Tuesday: By appointment
Wednesday: By appointment
Thursday: By appointment
Friday: By appointment

Contact Policy:

If you need to contact me for any reason concerning this course your best chance of reaching me is via email at sddeato@uark.edu. I will typically respond to all correspondence within 24 and no later than 48 hours of receiving your message. Responses over weekends can be slower than during the week, so please plan accordingly and send "urgent" questions about assignments during the week to ensure a response prior to the due time of assignments on Sunday. I do not work on Sunday.

Textbooks and/or Supplementary Materials

Required Text:

Wiggins, G. P., & McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Recommended Text:

Wong, H. K., & Wong, R. T. (1991). The first days of school. Sunnyvale, CA: Harry K. Wong Publications

Supplementary Materials:

Arkansas Career Development Frameworks, 2020-21

https://drive.google.com/drive/folders/1qTtiDA4SUEIN-YfAyPUwU_XSC75HWp8t

Catalog Description: This course provides a study of curricula, methods, and techniques involved in teaching career development. Successful completion of this course is will allow licensed teachers to earn their 418 Career Development endorsement. The purpose of this course is to prepare teachers of Career Development with the background knowledge and skills necessary to provide effective instruction in the 7-8th grade classroom as related to career development and research skills.

Learning Goals: The purpose of this course is to prepare teachers of Career Development with the background knowledge and skills necessary to provide effective instruction in the 7-8th grade classroom as related to career development and research skills.

Objectives: By the end of the semester, teacher candidates will possess the following behaviors and competencies. (*Aligned with Arkansas Teaching Standards (ATS) and InTASC National standards for Teachers, (InTASC Standards)*). By completing the assignments and/or tasks of this course, each candidate will:

1. Assess the historical development of career education in the United States. (*InTASC Standard 4; ATS 4n, 4o, 4p, 4q, 4r, 5i, 7i, 9a, 10l*)
 - a. Outline key legislation and how it has impacted career education (Smith Hughes Act, Fair Labor Standards Act, Dictionary of Occupational Titles, GI Bill, National Defense Education Act, Vocational Education Acts of 1963, Economic Opportunity Act of 1964, Comprehensive Employment and Training act of 1973, Public Law 93-380, Arkansas ACT 743)
 - b. Summarize the contributions of individuals to the development of career education (Maria Montessori, Horace Mann, John Dewey, Frank Parsons, Sidney J. Marland)
 - c. Investigate the current Arkansas Career Development state standards
 - d. Summarize the relevance of psychological development to career education
2. Compose a list of appropriate web based resources for use in the career development classroom. (*InTASC Standard 7; ATS 2f, 3g, 3m, 4f, 4g, 5c, 5l, 5p, 6i, 7k, 8g, 8n, 8r*)
 - a. Develop a plan to integrate technology resources into daily lesson plans and activities
3. Develop a lesson appropriate for a career development classroom (*InTASC Standard 3, 6 & 7; ATS 1b, 3f, 4a, 6r, 7a, 8a, 9n*)
 - a. Create a lesson plan following set criteria
 - b. Implement an assessment that ties to specific standards
 - c. Integrate technology into a career development presentation
 - d. Present career development lesson
 - e. Reflect on presentation
 - f. Justify teaching strategies chosen in presentation
4. Create a semester plan for a career development course (*InTASC Standard 2, 5, 6, 7 & 8; ATS 1b, 2a, 2c, 2n, 3a, 3b, 3i, 3j, 3n, 3o, 3p, 4d, 5a, 5b, 5c, 5j, 5s, 6a, 6b, 6g, 6i 6k, 7c, 7q, 8c, 8d, 8h, 9a, 10e, 10p*)
 - a. Outline technology standards/indicators for career development and integrate these standards into daily lesson plans
 - b. Identify appropriate content for career development based on state performance indicators and frameworks
 - c. Develop a plan to promote honest awareness of self and personal preference for the purpose of self-awareness, self-promotion, advocacy and management necessary for achieving success in the world of work
 - d. Outline a plan to assist students for locating career information skills
 - e. Construct a plan to assisting students as they learn how to make career decision making skills
 - f. Summarize how to help students develop a tentative high school and career plan
 - g. Develop a plan to assess and explain fundamental career readiness skills Identify technology standards/indicators for career development and integrate these standards into daily lesson plans.

Activities and Assignments

Please reference the class schedule posted on Google Classroom for a complete list of activities and assignments for this course. Students will be expected to read the assigned text, complete Flip Grid/journal entries, watch lecture videos, complete research, develop a curriculum map, present, and reflect on lessons.

Content Outline:

Lesson 1: History of Career Development

In this lesson, students will uncover the history of Career Development. Through researching key legislation and historical figures who have contributed to the development of career development, students will gain a greater understanding behind the purpose and scope of this course.

Lesson 2: State Standards

In this lesson, students will investigate the Arkansas Department of Career education to glean information related to the Career Development course, organizational structure, and expectations from the state department regarding the purpose of this course. Students will begin to build a tentative curriculum map, blocking off holidays and in-service days for a school of their choosing.

Lesson 3: Who are you?

In this lesson, students will investigate the correlation between psychological development and career development, as well as complete several self-assessments to better understand who they are as a person and how this influences their teaching style and methods. Students will continue to build a curriculum map, outlining which standards they would teach throughout a semester course.

Lesson 4: Techno Savvy

In this lesson, students will investigate web-based resources they may use in their career development classroom. Students will continue to build a curriculum map, listing technology they would use to teach specific standards within the career development curriculum.

Lesson 5: Curriculum Mapping

In this lesson, students will uncover the principles behind curriculum development as it relates to career development. Students will continue to build a curriculum map through developing a plan to promote self-awareness, self-promotion, advocacy, and management as it relates to the career development curriculum.

Lesson 6: Career Information

In this lesson, students will outline a plan to assist students for locating career information skills and construct a plan of action to assist students as they learn how to make career decision-making skills. Students will continue to build a curriculum map through developing a plan regarding how to teach Standard 3 in the Career Development course using best practices and research based methodology.

Lesson 7: Career Readiness

In this lesson, students will discover techniques and tricks to help students develop a tentative high school and career plan, and how to develop a plan to assess and explain fundamental career readiness skills. Students will continue to build a curriculum map through developing a plan regarding how to teach Standards 4 & 5 in the Career Development course using best practices and research based methodology.

Lesson 8: Lesson Presentation

In this lesson, students will learn how to effectively integrate technology as they present a lesson for a career development class. Students will reflect on their own presentation skills and justify the teaching strategies they demonstrated. Students will complete a curriculum map for the course Career Development, applying the principles learned this semester through the backward design process.

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments.

Grades will be assigned using the scale below:

A = 603-670 points (90% - 100%)	Outstanding achievement
B = 536-602 points (80% - 89%)	Good achievement
C = 469-535 points (70% - 79%)	Average achievement
D = 402-468 points (60% - 69%)	Poor but passing work
F = 0-401 points (59% or below)	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

***NOTE: While the actual amount of points will fluctuate throughout the semester as assignments are added or modified, the same percentage scale will be used.**

Feedback and Grading Policy

Feedback on assignments will normally be given in two to three days following submission. Larger projects may require additional time and the instructor will send out an announcement making you aware if this is the case.

Late Work Policy

Students are expected to turn in their work on time, every time. If you are experiencing technical difficulties, please email the professor and work toward solving these issues as soon as possible. Plan ahead and work ahead to limit last moment technological issues. Work one day late will be penalized a minimum of 10%. Work submitted three days late will not be accepted.

Student Activities and Experiences

Academic Contingency Plan: In the event of an extended campus closure, the continuity plan for this course includes the following: We will utilize Google Classroom as the portal for the delivery of course materials and UARK email for communications. Please check both areas immediately for guidance and directions from your instructor. In this class our official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between teacher candidates and instructor and between student and student should be respectful and professional. Dr. Deaton's email is sddeato@uark.edu.

Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own

work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

If the instructor records classes, recordings will be available to students through the digital platform. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Copying any work from another student's paper is not allowed. Examples of violations, but not limited to:

1. Submitting work as your own when you did not create the work.
2. Submitting work that has been previously offered for credit in another course.
3. Falsification of participation. Having someone else submit your work.
4. Plagiarizing, that is, one's own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
5. Loaning a copy of your submitted work to another student or person.
6. Substituting your name on another student's or person's paper to lead the reader to believe that you created and/or developed the work.

Accommodations: Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of

their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Professional Dispositions: Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. All work will be turned in on time. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook. Peer and instructor evaluation of each member of the course will occur throughout the semester. This “constructive criticism” is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Technology

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.