



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

Program Affiliation: Career and Technical Education

Course Number and Title: CATE 5003: Professionalism

Meets: Tuesday and Thursday, 11:00-12:15
Graduate Education Building, Room 146A

Office Hours:

Instructor: Dr. Sheri Deaton
313 Peabody Hall
sddeato@uark.edu
479-575-2581

Monday: By appointment
Tuesday: By appointment
Wednesday: **9:00-11:00 via Zoom**
Thursday: By appointment
Friday: By appointment

Zoom Office Hours Link: <https://us02web.zoom.us/j/84845451206>

Textbooks and/or Supplementary Materials

Required text: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Second Edition. ASCD. 9781416605171

Mrs. Deaton has copies of this book if you would like to check it out and return it at the end of the semester.

Course Description/Justification

Catalog Description: Studying the status of career and technical education, developing professional concepts and career and technical organizations.

Relationship to Knowledge Base: This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis Core assessments with special emphasis given to the following standards:

InTASC Standard 2: Learning Differences. The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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.

Goals and Objectives

Goals: This course is designed to provide a comprehensive overview of career and technical education programs and teacher professionalism. The specific goal in this course is to provide a comprehensive overview of career and technical education programs and teacher professionalism.

Objectives: By completing the assignments and/or tasks of this course, each candidate will:

1. Identify characteristics of professional educators.
2. Describe the goals of career and technical education at the secondary and postsecondary level.

3. Describe the roles and responsibilities of career and technical education teachers, especially understanding the role of teachers and schools as educational leaders in the greater community.
4. Examine issues related to educational reform and standards while understanding the implications of major legislation and court decisions relating to students and teachers.
5. Understand differences in school organizational plans and governance.
6. Choose acceptable ways to work effectively with youth and adults by becoming aware of school support personnel who assist students, teachers and families.
7. Recognize cultural differences in learners.
8. Choose acceptable ways to work effectively and develop collaborative relationships with parents and clients.
9. Choose acceptable ways to work effectively and develop collaborative relationships with colleagues and administrators.
10. Experience ways to work effectively as a team member.
11. Participate in professional organizations while understanding the implications of research, views, ideas and debates on teaching practices and being aware of a variety of professional development practices and resources.
12. Understand purpose and operation of career and technical student organizations.
13. Present a professional portfolio while recognizing the role of reflective practice for professional growth.

Content Outline:

- ❖ Characteristics of professional educators
- ❖ Educational reform and standards: major legislation and court decisions impacting American education
- ❖ Teacher Evaluation and Support System (TESS): Expectations for today's teachers
- ❖ Diversity and Inclusion: Recognizing, appreciating, and embracing diverse learners
- ❖ Hot Topics in Education
- ❖ Arkansas Code of Ethics and mandated reporter training
- ❖ Social media/Branding
- ❖ Career and technical education student organizations (CTSOs)
- ❖ Substance abuse and misuse: warning signs/how to help students and families
- ❖ School organizational plan and governance: Educational standards
- ❖ Working with students, colleagues, support personnel, parents, and clients
- ❖ National Board Certification
- ❖ Professional organizations
- ❖ Working as a member of an educational team
- ❖ Career Success: resume, cover letter, interviews; career fair
- ❖ Professional portfolio: reflection and growth

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 = 93% - 100%	Outstanding achievement, given to a relatively small number of excellent scholars
B = 82% - 92%	Good achievement
C = 70% - 81%	Average achievement
D = 65% - 69%	Poor but passing work
F = 64% or below	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

Assignments/Tasks:

Grades for each student will be based on the successful completion of all weekly assignments.

- ✓ Determine the characteristics and goals of professional educators
- ✓ Research how to obtain a teaching license
- ✓ Reflect on personal philosophy of education
- ✓ Analyze educational reform and standards
- ✓ Research Arkansas Code of Ethics for educators
- ✓ Evaluate and implement Teacher Evaluation and Support System TESS
- ✓ Research “hot topics” and current practice
- ✓ Investigate resources for individuals suffering from substance abuse
- ✓ Explore diversity and appropriate accommodations
- ✓ Research Career and Technical Student Organizations (CTSOs)
- ✓ Establish and reflect on personal code of ethics and philosophy of professionalism
- ✓ Observe and collaborate with mentor teacher
- ✓ Develop a professional portfolio
- ✓ Investigate national board certification

Assignments/Tasks Aligned with General Education Learning Outcomes

Hot Topics in Education (Learning Outcome 3.2): To better articulate the changes occurring in society today, each learner will be responsible for investigating a “hot topic” related to education. Candidates will analyze texts and other artifacts through the lens of educational reform and trends related to education today. Candidates will produce an essay and presentation about their specific topic after carefully analyzing and interpreting texts from various historical, intellectual, and cultural contexts. After completing this assignment and listening to classmates present their perspectives, candidates will be able to articulate vital concepts of aesthetic, humane, and ethical sensibilities.

Diversity (Learning Outcome 4.1): All teacher candidates will complete training related to diversity design to assist them as they examine and interpret an intercultural experience from both one’s own and another’s worldview. Candidates will identify and participate in cultural difference in verbal and nonverbal communication, examining their impact in the classroom. Additionally, candidates will articulate the essential tenets of a cultural worldview other than one’s own through analysis of its components as they explore diverse cultures and consider best teaching practices for reaching all learners. Upon completion of this discussion and assignment, all students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts.

History of American Education (Learning Outcome 4.2): Teacher candidates will conduct research on the history of American education as they seek to uncover more about the history of the evolution of teaching. Candidates will identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. They will explain the historical and contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, citing legal, political, and social changes which have occurred over time. Candidates will work together to research this topic, create a presentation, and teach this topic to their peers. Special emphasis will be given to describing advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion in the classroom. Upon reaching this goal, teacher candidates will have developed familiarity with concepts of diversity in the United States and their impacts in the classroom.

Code of Ethics for Educators (Learning Outcome 5.1): After unpacking the Arkansas Code of Ethics for Educators, teacher candidates will engage in a debate designed to showcase candidates' abilities to explain and contrast competing ethical theories related to teacher practice, articulating at least one principle for ethical decision making. Candidates will use principles of critical thinking or ethical reasoning to analyze scenarios presented and respond (orally and/or in writing) to the moral dilemmas faced by educators. Additionally, candidates will use their critical thinking and ethical reasoning to construct rational and moral arguments (orally and/or in writing) to defend their perspective. Upon completion of this activity, candidates will be able to demonstrate essential principles of critical thinking and ethical reasoning as they apply them to the evaluation and construction of rational moral arguments.

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 our Blackboard course as the portal for the delivery of course materials and UARK email for communications. Please check both of these areas immediately for guidance and directions from your instructor. We will utilize Zoom to connect as a class during our regularly scheduled class days/times. I will utilize Zoom to connect with students during my regularly scheduled office hours and by appointment. Office hours are on Wednesdays from 9:00-11:00 using the following Zoom link: <https://us02web.zoom.us/j/84845451206>. Additional office hours can be scheduled with Mrs. Deaton as needed. 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 student and instructor and between student and student should be respectful and professional. Mrs. 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 6th 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.

The instructor will record class and make class available to students through Blackboard. 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.

Accommodations: Teacher candidates 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. Candidates 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.

Classroom Behavior and Participation: While we recognize the circumstances and situations for learners may vary, we also understand the importance of keeping students engaged in learning at this time. It is critical that students remain active and attentive in remote or hybrid courses to support learning. See these specific expectations for this course by clicking [HERE](#). Attendance is expected for all classes. If you are going to be absent or are going to change your attendance mode (virtual/traditional), communicate with your instructor prior to this change or absence.

By attending this class, students understand the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times. Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct. You can contact the Help Desk at help.uark.edu or 479-575-2905 if you have any technical issues accessing Zoom. Inappropriate remarks or comments disrespectful to other teacher candidates 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. All students enrolled in remote or hybrid courses are expected to participate in remote learning.

Inclement Weather: For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.

- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your e-mail.

Professional Dispositions: This course is reserved for teacher candidates preparing to become professional teachers. 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. Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students' overall grade will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit, or accepted at all per instructor's evaluation. 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. Cell phones will be used for professional purposes as deemed appropriate by the instructor. 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.