### CTE 495C Capstone in CTE

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| **Name of College** | College of Education |
| **Name of Department** | Educational Specialties |
| **Course Prefix, #, and Title:** | CTE495C Capstone in CTE |
| **Term/Year/ Total Units of Credit** | - 3 credit hours |
| **Course Pre-Requisite(s), Co-requisite(s), Co-convened, and/or Cross Listed Courses** | As this is a culminating experience for the CTE degree program, a student must be in their final semester of the CTE program and must have completed (or be concurrently enrolled) in required CTE coursework. Student can take the course if they still have remaining liberal studies or CTE electives. |
| **Mode of Instruction** | Online |
| **Instructors Contact Information** |  |
| **Instructor Availability** |  |

### Course Purpose

Integration and application of occupational experience and program content.  This course is the capstone course for the Career and Technical Education program.  This class integrates your occupational experience with your classroom education.

This culminating experience in the CTE program will have you demonstrate integration of your occupation specific knowledge and skills with current career and technical education theory and practice. The course is designed to culminate your studies and launch you into the professional world of career and technical education. You will develop a portfolio that will showcase your professionalism and plan for continual growth and development by combining professional and workplace knowledge with the fundamentals of career and technical education. Your portfolio will allow you to explain and show a background to your education. Development of this portfolio is aimed to enhance your marketability in the field of career and technical education.

The senior capstone experience is one of two university requirements embedded within the academic major designed to meet the aims and goals of the liberal studies program. All capstone courses are designed to build upon learning and skills developed through Liberal Studies and the major. In this integrative and culminating experience you will inquire, synthesize, apply, and work in ways that prepare you for a productive future.

The CTE Capstone is designed to provide a “culminating experience in the major” that must also integrate at least two of the Liberal Studies Essential Skills (creative or aesthetic thinking, critical thinking, effective oral communication, quantitative reasoning, scientific inquiry, effective writing) and learning outcomes from at least one of the Distribution Blocks (Aesthetic & Humanistic Inquiry, Cultural Understanding, Science & Applied Science, Social & Political Worlds) into the culminating experience. We will meet these requirements in the following ways:

* Liberal Studies Essential Skills. Both “Effective Writing” and “Effective Oral Communication” will be emphasized. Additionally, "Critical Thinking" is pretty much a given for all components of the portfolio and will be expressed throughout the course and assignments.
* Liberal Studies Distribution Block. Social and Political Worlds. Articulate the impact of societal institutions on the experiences and needs of individuals, groups, and/or organizations. Assess the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement. Explain how discipline-specific principles can be used to investigate or explain social issues and inform public policy.

### Student Learning Expectations/Outcomes for this Course

The students will:

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| **SLO for CTE Capstone** | **Alignment with Program Outcomes** | **Alignment with Liberal Studies** |
| Define career and technical education according to the current federal legislation and research and evaluate career and technical education professional associations and publications specifically for their occupational area. | CTE Outcomes 1, 2, and 7 | Effective Writing and Critical Thinking |
| Develop philosophy statements in regards to career & technical education | CTE Outcomes 1, 2, 5, 7, and 8 | Effective Writing and Critical Thinking |
| Research critical current issues in the field of career and technical education and discuss possible solutions | CTE Outcome 7 | Effective Writing and Critical Thinking  SPW: Explain how discipline-specific principles can be used to investigate or explain social issues and inform public policy. |
| Develop a resume and five-year professional development plan which details professional goals and a plan for implementation | CTE Outcome 7 | Effective Writing |
| Integrate principles and philosophies of career and technical education gained from the major coursework with the content area knowledge gained through the emphasis coursework by reviewing educational standards and writing a reflective critique. (Effective Writing and Critical Thinking; CTE Outcomes 1 and 7). | CTE Outcomes 1 and 7 | Effective Writing and Critical Thinking  SPW: Assess the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement. |
| Demonstrate the ability to effectively orally transmit a case for the social and political importance of CTE being integral component of education for all students to a specified audience using technology to produce the recording. | CTE Outcomes 2, 6, 7, and 9 | Effective Oral Communication  SPW: Articulate the impact of societal institutions on the experiences and needs of individuals, groups, and/or organizations. |

### Course Structure/Approach

This course is taught online.  It is not open-entry/open-exit.  You will be required to complete assignments within a time structure.  However, you may work at your own pace and complete the class requirements any time during the semester prior to established due dates.

The purpose of this class is for it to prepare you with the knowledge and resources to successfully interview for a position in the field of Career and Technical Education. To meet this goal, the final outcome of the class is the creation of a student portfolio.

### Textbook and Required Materials:

No textbook required.

For all assignments in this class you will be responsible for using 6th Edition APA formatting for reference lists and APA style for writing. You were provided APA resources in your CTE340w Junior level writing class. Use of an APA resource (such as the Perrin book below) are expected to ensure proper APA formatting of written material.

Perrin, R.  (2015). Pocket guide to APA style (5th ed.).  Stamford, CT: Cengage Learning. (ISBN 978-1-285-42591-7 )

You will need to have a headset/microphone and access to voice recording software (such as Audacity or Garage Band).

All course reading materials will be available through our BbLearn site or otherwise through the web and may include articles such as:

Gonzalez, J. (2012, September 17). Career and technical education, a key to good jobs, needs help, report says. Chronicle of Higher Education. Retrieved from http://chronicle.com/article/CareerTechnical/134504/

Carnevale, A., Jayasundera, T., & Hanson, A. (2012). Career and technical education: Five ways that pay along the way to the B.A. Washington, DC: Georgetown Public Policy Institute.

The education people need. (2008, Fall). Issues in Science and Technology, 25(no1), 5-6; 8-11.

### Course Outline

The portfolio will include the following sections:

Definitions, Associations, and Journal in CTE

Philosophies of CTE

Current Critical Issues in CTE

Critical Review and Reflection of CTE Standards

Resume and Professional Development Plan

Persuasive Speech for Social and Political Importance of CTE

### Assessment of Student Learning Outcomes and Due Dates

All sections of the capstone will include a final portfolio with the sections identified below. The student will be given the opportunity to revise and edit the final product through one of the following methods: submission of individual sections for grading/review with a final portfolio submission incorporating feedback from the draft section or submission of a draft complete portfolio with grading/review prior to submission of the final product.

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| Definitions, Associations, and Journal in CTE | From the most recent federal legislation provide key definitions as specified by the instructor. Research and evaluate three professional associations that relate to the field of CTE. Research and evaluate two professional trade journals and one professional scholarly journals relating to a field of CTE. Note these associations and journals must specifically relate to CTE/your field of CTE as identified by your major coursework in the degree. |
| Philosophies of CTE | Write a Philosophy statement that includes the following: (1) What is a philosophy? Not what your philosophy is, rather what a philosophy is. (2) What is your personal philosophy regarding CTE?  Why is it that we should teach the skills, workplace standards, etiquette, work ethics, safety, how to work, pride, honesty, etc.  Why is it you do what you do?  What are your beliefs and why is it you chose to be in this profession? (3) Write a Safety Philosophy Statement.  Address Safety in the classroom or workplace. (4) What is your personal philosophy for positively affecting the learning of all students and addressing the needs of diverse students? |
| Critical Current Issues in CTE | There are many critical issues in CTE.  Based on your education and experience, not including monetary issues (those are always there), in a paper titled "Critical Issues in CTE", write about what you feel are the three top critical issues regarding our field.  For each issue conduct a search using Cline library databases and find one professional journal article that supports your issue. (ACTE ISSUE BRIEFS ARE NOT CONSIDERED PROFESSIONAL JOURNAL ARTICLES). Each issue will have the following three section: OVERVIEW: Describe the issue; SOLUTION: Describe a possible solution(s); REFERENCE: Provide a properly formatted APA citation for the journal article that discusses your issue. |
| Critical Review and Reflection of CTE Standards | Review of Occupational Standards: Using the most current Arizona CTE program list, pick one Career Preparation curriculum area (the one most appropriate to your occupational area as determined by your major coursework in the degree). If your curriculum area has more than one relevant CTE Program please pick the specific program that aligns most closely with your prior work experience.  Review the standards and write a reflective critique.  I am looking for your opinion of the standards list based on your background and experience in your content area (this is the coursework you completed in the major of the degree).  If you are at the post-secondary level or in business and industry your critique should evaluate the standards list in relation to how well you feel it prepares a student to articulate to post-secondary education and/or entry level positions in the field based upon your position and experience. If you are from another state, your reflection might include comparative information to what your state might have.  Review of Employability Skills Standards: Using an employability skills list (such as the Arizona Workplace Employability skills available on the web at http://www.azed.gov/career-technical-education/files/2013/07/workplace-employability-skills-standards.pdf). You are going to ***critically evaluate*** the employability skills list. Your approach to this critique will be based on your background and experience in your content area (this is the coursework you completed in the major of the degree).  If you are from another state (currently or even recently) you might also comment on whether you find the list to be universal or geographically dependent. |
| Resume and Professional Development Plan | You are to include a job-ready resume/vitae.  Should be very detailed including the following: education (and training if appropriate), certifications (if appropriate), job history including ranks and duties, aptitudes/skills, stand on diversity (diversity statement), and an appropriate professional statement. Write a 5-year PDP plan.  You have nearly completed the BSED in CTE.  Now what?  What are you going to do to keep your skills updated? What are you going to do to stay mentally sharp?  What are you going to do to improve your mental outlook on your daily duties?  What are you going to do to be a better individual?  What are you going to do to increase your income?  What are you going to do as far as advancement within your occupational structure?  Are you satisfied where you are at?  Retirement?  How do you plan on improving who you are, what you know, and how you apply yourself?  Most important, ***what are you going to do to stay current and stay on the keen cutting edge of our discipline?*** The format is open to your creativity but must include the following: purpose, goals, education, training, and employment. |
| Persuasive Speech for Social and Political Importance of CTE | For an external stakeholder audience of your choosing, write and record using appropriate technology (such as Audacity® or Garageband) a persuasive speech addressing the social and political importance of CTE being an integral component of education for all students. You submission should include a thesis statement, the intended audience, a transcript, and the final recording in MP3 format. |

The grade for the course will be determined as follows. Note that final grades will not be rounded, adjusted, or ‘curved’ in any way.

90% and higher = A

80% - 89.9% = B

70% - 79.9% = C

60% or below - F

### Course Requirements

Will vary by instructor but must include:

**Incomplete Grade:** An Incomplete will only be given in extreme circumstances (i.e. documented medical or personal emergencies) and only if you have already completed at least 60% of the work.  If you find that you cannot complete the work this session because of work or other circumstances you will need to withdraw from the course by the deadline date and reregister another semester.See <http://nau.edu/Registrar/Important-Dates/> for dates. The CTE program requires the “CTE Petition for an Incomplete” be completed and submitted to an instructor prior to the last day of the course as noted in the Peoplesoft course schedule.  The form is located on the CTE website http://nau.edu/coe/ed-specialties/career-technical-education/forms-and-handbooks/ To submit a petition the student must be passing the course and must have completed a majority of the course. Non-attendance, poor performance, or intentions to repeat the course do not justify issuance of an Incomplete grade. It is the instructor’s discretion to approve an incomplete petition. This means that there is no expectation that an incomplete will be approved; each petition is considered on a case by case basis.   A copy of the petition (with approval or denial noted) will be kept in the student’s file in the department.

### Disability Accommodations

If you are eligible with disability resources (DR), please remember to register with DR for the semester and send the approved accommodation notification.  Once the notification is received, accommodations can be put into place.  Please be aware that accommodations are not typically retroactive, so they will be in place from the date of notification.  For the official university policy statement see <http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/>

### NAU University Policies

You should be familiar with policies related to Safe Environment, Students with Disabilities, Academic and Research Integrity, Academic Contact Hour, and Sensitive Course Materials. The policies are available for review at:  <http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/>

Please note that in the distance learning environment the NAU Classroom Disruption Policy copied below applies to all electronic communication including email, discussion postings, email, etc.  Note that BBLearn maintains a detailed log of all communications and all communications can be viewed by administration.

*Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class.*

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### Course Evaluations

Formal course evaluations are conducted towards the end of the semester in an online delivery system.  They will be available at <http://www.nau.edu/course_evals/>.  You will receive an official email from NAU requesting you to complete evaluations once they are available.  You will need to use your NAU account login and password to use the evaluation system.

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