

University of Arkansas, College of Education and Health Professions
Department of Rehabilitation, Human Resources and Communication Disorders

I. Program Affiliation: Vocational Education

Course Number and Title: VOED 4003: PROFESSIONALISM

Catalog Description: Studying and developing professional concepts in vocational education with accepted principles of professionalism applied to vocational education settings.

Prerequisite: Senior Status

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Relationship to Knowledge Base: PEDAGOGICAL KNOWLEDGE AND SKILLS

This Basic Level course is primarily related to the Scholar-Practitioner model in the area of pedagogical knowledge and skills. This course includes those areas of professionalism that will be helpful upon entering internship and teaching.

III. Goal

This course is designed to provide a comprehensive overview of professionalism as it relates to vocational education teachers, and HRD professionals.

IV. Competencies

Upon completion of this course, the student should be able to:

- A. Describe the roles and responsibilities of career and technical education teachers. (SP 4,7)
- B. Choose acceptable ways to work effectively with youth and adults. (SP 3,5)
- C. Choose acceptable ways to work effectively with colleagues and administrators. (SP 3,5)
- D. Choose acceptable ways to work effectively with parents. (SP 3, 5)
- E. Address diversity in workplace in appropriate ways. (SP 3,5)
- F. Experience ways to work effectively as a team member. (SP 2,4,6)
- G. Examine issues related to educational reform and standards. (SP 6)
- H. Present a class portfolio. (SP 4, 7)
- I. Participate in professional organizations. (SP 4,7)
- J. Describe the goals of career and technical education at the secondary education level. (SP 1,4,5,6,7)
- K. Identify characteristics of professional educators. (SP 2,3,4,6,7)
- L. Identify aspects of the multiple roles of educators. (SP 4,6,7)
- M. Examine issues related to educational reform and standards. (SP 1,3,6,7)
- N. Recognize cultural differences in learners. (SP 1,3,6,7)
- O. Understand differences in school organizational plans and governance. (SP 2,3,5,6,7)
- P. Understand purpose and operation of career and technical student organizations. (SP 1,2,7)
- Q. Identify major historical events and persons who have influenced the progression and development of American education. (SP 7)
- R. Differentiate the various educational philosophies that undergird educational practice. (SP 1,7)
- S. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction. (SP 2,7)
- T. Describe a personal philosophy concerning teaching and learning. (SP 2,4)
- U. Reflect on personal experiences within education and recognize their influence on perception of education. (SP 4,5)
- V. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (SP 1,3,7)
- W. Discuss teaching as a profession, including professional ethics. (SP 4,6)

- X. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (SP 1,6,7)

V. Content

- A. Roles and responsibilities of teachers
- B. Working with students, colleagues, and parents
- C. Diversity
- D. Working as a team

- E. Educational reform
- F. Educational standards
- G. Professional organizations
- H. Class portfolio
- I. Leadership roles
- J. Teaching and learning
- K. Philosophies of Education
- L. Recent developments in education
- M. Pathwise Classroom Observation System

VI. **Evaluation**

Grades for each student will be based on the following assignments:

Lesson 1 – 21: See web class for specific assignments and due dates. **21 lessons for 10 points each for a total of 210 points.**

Mid-term Exam: comprehensive mid-term exam. **40 points.**

Portfolio: See lesson 22 for portfolio guidelines. You will be displaying your completed portfolio on the last day of class in a designated classroom in the Graduate Education building. **100 points.**

Field Experience: Interview Career and Technical teachers, attend CTSO meetings, attend professional organization meetings, attend teachers in-service/meetings and observe classes. Students will be assigned 2 or 3 different partnership schools (both junior and senior high schools) in order to observe and reflect on a diverse student population.

VII. **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.

VIII. **Grading Scale**

Grades will be assigned using the attached rubric. There are five levels of performance that apply to each evaluation criteria.

- A = Distinguished – 100% - 90%
- B = High Quality – 89% - 80%
- C = Acceptable – 79% - 70%
- D = Poor Quality – 69% – 60%
- F = Not Acceptable – below 60%

IX. **Academic Honesty**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook 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 Honesty Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

X. **Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD 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 CSD is approximately one to two weeks.

XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect 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.

XII. INCLEMENT WEATHER

University closing announcements are also made on KUAF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XII. Course Resources

- A. Professional journals
- B. Guest speakers and information distributed in class
- C. National standards from professional organization
- D. Vocational teachers, parents and students

XIII. Research Base

Text

Kauchak, D., Eggen, P. & Carter, C. (2005). *Introduction to Teaching Becoming a Professional*. Second Edition. Upper Saddle River, New Jersey/Columbus, Ohio: Merrill Prenticed Hall.

Educational Testing Service (2003). *Pathwise Classroom Observation System-Orientation Guide*. Princeton NJ.

Non-Text References

- Bacon, T. R. (1996). *Effective people skills*. Durango, CO: International Learning Works, Inc.
- Danielson, Charlotte. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hitch, E. J. & Youatt, J. P. (1995). *Communicating family and consumer sciences*. South Holland, IL: Goodhart-Wilcox.
- Keirse, D. & Bates, M. (1984). *Please understand me*. Durango, CO: International Learning Works, Inc.
- Page, R. M. & Page T. S. (1993). *Fostering emotional well being in the classroom*. Boston, MA: Jones and Bartlett Publishers.
- Pelletier, C. M. (1995). *A handbook of techniques and strategies for coaching student teachers: A guide for cooperating teachers, mentors, college supervisors, and teacher educators*. Boston, MA: Allyn and Bacon.
- Yanna M. M. (1996). *Attitude: The choice is yours*. Durango, CO: International Learning Works, Inc.