

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	EDW 571/EDCT 471
Title	Advising Career and Technical Student Organizations
Credits	3 Credits
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Teaching Assistant	
Prerequisites	None
Course Description (Course Introduction)	The major emphasis of this course is to familiarize the prospective or current Career & Technical Educator with Career & Technical Student Organizations (CTSO's); the role CTSO's play in Career and Technical Education; and the value added of integrating student organizations into comprehensive career and technical educational programs. A result of active participation in this course will enable the student to effectively and successfully advise a CTSO at their school.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course	<ol style="list-style-type: none"> 1. Learner Development: Understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. 2. Learning Differences: Understanding of individual differences and diverse cultures and communities.

<p>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</p>	<ol style="list-style-type: none"> 3. Learning Environment: Create environments that support individual and collaborative learning. 4. Content Knowledge: Understanding of the central concepts, tools of inquiry, and structures of Career and Technical Postsecondary Education and selected disciplines. 5. Application of Content: Understanding of the context of learning and development within a multicultural and diverse society. 6. Assessment: Understanding and uses multiple methods of assessments to engage learners in their own growth. 7. Planning for Instruction: Planning for instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas. 8. Instructional Strategies: Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas. 9. Professional Learning and Ethical Practice: Engages in ongoing professional learning and uses evidence to evaluate practice. 10. Leadership and Collaboration: Seeks appropriate leadership roles and opportunities to take responsibility for student learning. <p><u>ESSENTIAL KNOWLEDGE</u></p> <ul style="list-style-type: none"> • Understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs (1e). • Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values (2j).
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- Knows how to use technologies and how to guide learners to apply them in appropriate, safe and effective ways (3m).
- Understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding (4k).
- Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback (6n).
- Understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (7i).
- Understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interaction with others (9h).
- Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts (10n).

PERFORMANCE SKILLS

- Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning (1b).
- Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs (2f).
- Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments (3e).
- Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts (5d).
- Asks questions to stimulate discussion that serves different purposes (8i).

	<p style="text-align: center;"><u>CRITICAL DISPOSITIONS</u></p> <ul style="list-style-type: none"> • Takes responsibility for promoting learners’ growth and development (1j). • Makes learners feel valued and help them learn to value each other (2n). • Thoughtful and responsive listener and observer (3r). • Appreciates multiple perspectives within the discipline and facilitates learners’ critical analyses of these perspectives (4p). • Takes responsibility for aligning instruction and assessment with learning goals (6r). • Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances (7q). • Uses ongoing analysis and reflection to improve planning and practice (9l). • Embraces the challenge of continuous improvement and change (10t).
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Learning Outcomes:

Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective: 1. Describe features common to all Career and Technical Student Organizations recognized by the U.S. Department of Education and provide details relating to one specific CTSO of choice.</p> <p><u>Standards:</u></p>	
4	<p>Content Knowledge: Understanding of the central concepts, tools of inquiry, and structures of Career and Technical Postsecondary Education and selected disciplines.</p>

<p>Objective: 2. Discuss the role, philosophies, and goals of career and technical student organizations.</p> <p><u>Standards:</u></p>	
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4	Content Knowledge: Understanding of the central concepts, tools of inquiry, and structures of Career and Technical Postsecondary Education and selected disciplines.
5	Application of Content: Understanding of the context of learning and development within a multicultural and diverse society.

Objective: 3. State the relationship and importance of CTSO's to the total career and technical education program.

Standards:

4	Content Knowledge: Understanding of the central concepts, tools of inquiry, and structures of Career and Technical Postsecondary Education and selected disciplines.
5	Application of Content: Understanding of the context of learning and development within a multicultural and diverse society.

Objective: 4. Access accurate information effectively through the use of the internet and other online resources.

Standards:

1	Learner Development: Understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
3	Learning Environment: Create environments that support individual and collaborative learning.

Objective: 5. Demonstrate the understanding and significance of a CTSO in the curriculum by being able to explain its intrinsic and extrinsic value to others.

Standards:

2	Learning Differences: Understanding of individual differences and diverse cultures and communities.
8	Instructional Strategies: Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas.

Objective: 6. Effectively utilize *Robert's Rules of Order* to participate in and run a meeting.

Standards:

7	Planning for Instruction: Planning for instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas.
9	Professional Learning and Ethical Practice: Engages in ongoing professional learning and uses evidence to evaluate practice.
10	Leadership and Collaboration: Seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Objective: 7. Supervise the development of a dynamic CTSO Program of Work and annual Calendar.

Standards:

6	Assessment: Understanding and uses multiple methods of assessments to engage learners in their own growth.
9	Professional Learning and Ethical Practice: Engages in ongoing professional learning and uses evidence to evaluate practice.
10	Leadership and Collaboration: Seeks appropriate leadership roles and opportunities to take responsibility for student learning.

RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/ Evaluation
1. Describe features common to all Career and Technical Student Organizations recognized by the U.S. Department of Education and		Content Knowledge	Website research paper and presentation; Presentation

provide details relating to one specific CTSO of choice.			Promoting a CTSO and Fundraising
2. Discuss the role, philosophies, and goals of career and technical student organizations.		Content Knowledge; Application of Content	Website research paper and presentation
3. State the relationship and importance of CTSO's to the total career and technical education program.		Content Knowledge; Application of Content	Website research paper and presentation
4. Access accurate information effectively through the use of the internet and other online resources.		Learner Development; Learning Environment	Competitive Event Experience and Reflection
5. Demonstrate the understanding and significance of a CTSO in the curriculum by being able to explain its intrinsic and extrinsic value to others.		Learning Differences; Instructional Strategies	Recruitment letter; Competitive Event Experience and Reflection; Presentation Promoting a CTSO and Fundraising
6. Effectively utilize Robert's Rules of Order to participate in and run a meeting.		Planning for Instruction; Professional Learning and Ethical Practice; Leadership and Collaboration	Parliamentary Procedures;
7. Supervise the development of a dynamic CTSO Program of Work and annual Calendar.		Assessment; Professional Learning and Ethical Practice; Leadership and Collaboration	Program of Activities and Calendar

COURSE RESOURCES

Required Materials

Vaughn, R, Vaughn, P. & Vaughn, L. (2007). *Handbook for Advisors of Career and Technical Student Organizations*. Winterville, GA: AAVIM.

Recommended: Sturgis, Alice. (2000). *The Standard Code of Parliamentary Procedure*. 4th Edition. New York, NY: McGraw-Hill.

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles will be handed out in class. **National CTSO Websites:**

HOSA	http://www.hosa.org/
FFA	http://www.ffa.org/ http://www.ffaunlimited.org/
Skills USA	http://www.skillsusa.org/
DECA	http://www.deca.org/
FBLA	http://www.fbla-pbl.org/
FCCLA	http://www.fcclainc.org/
TSA	http://www.tsaweb.org
BPA	http://www.bpa.org
PAS	http://nationalpas.org
NYFEA	http://www.nyfea.org
Educators Rising	http://educatorsrising.org

ASSIGNMENTS

1. Website Research Paper (10 points, **individual**) and Presentation (10 points, **group project**)

Visit state and national websites for an assigned CTSO and write a paper (4-5 pages) describing the CTSO's mission, sponsors, competitive events, and programs. Students will also compare and contrast the state and national purpose and programs. A class presentation is required. The presentation must include an overview of the research (10-15 minutes).

The presentation and paper must include (if the information is available):

- Mission, values, objectives, goals and/or purpose
- National Headquarter Location
- Colors, Motto, Emblem
- Membership, Chapter numbers (local, state, national)
 - Do we have one in Nevada?
 - How many levels does it have? (middle, high school, college, professional)
- Partnerships
- Conferences (State and National)
 - Where is it held this year?
- Competitive events
- Recognition Awards

2. Recruitment Letter (Individual)

Write a letter (1-2 pages) to students and parents marketing your CTSO, explaining benefits in leadership development, career readiness and employability skills and why it is important in CTE and the future development of the student.

The letter must include:

- Proper grammar and spelling
- Correct letter formatting
- The CTSO you are recruiting for
- Who are you recruiting?
- Why should the student join this CTSO?
 - Benefits

3. Competitive Event Experience and Reflection (Individual)

Attend at least **ONE** state CTSO conference/judge or volunteer (**Minimum of 4 hours. Must sign up on CTSOs website or contact advisor**) and write a reflection paper (5-7 pages) about your experience. Interview at least two people attending, judging or participating in the conference on the benefits of the conference from their perspective. Discuss how the CTSO conference flows, organization, student excitement, views on judges or the process of judging.

The paper must include:

- Personal judging/volunteer reflection
 - Volunteer Requirements (what did you do?)
 - Were you adequately prepared to judge?
 - Feedback of student performances
- Interview questions/answers that you asked
- Overall view of the competition
 - Was it well organized?
 - How was the communication?
 - Pros/cons
 - Was it a good/bad experience

4. Program of Activities and Calendar (Group Project)

Develop a program of activity or work for a local chapter with corresponding calendar for one school year. Include conferences, conference preparation, activities and award presentations.

Must include:

- Your yearly goals
- Activities to help reach those goals
- What committees are in charge of those activities
- Month/Timeline

5. Presentation Promoting a CTSO and Fundraising (Group Project)

Develop promotion and fundraising plan for a CTSO of your choice aimed at potential donors. Include activities and benefits of a CTSO, how it's related to CTE programs of study, and why it is important. This presentation will be 10-15 minutes. It will be timed. The presentation should be fun, dynamic and informative. It should sell the audience on your CTSO.

Must include:

- Who are you?
- Which CTSO are you presenting?
- What program of activities is included?
- What are the benefits?
- Why is it important?
- Where the money will be spent?

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always

take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Any other class specific information

Written Assignments are to be typed (**double spaced**) with **font size 12** and handed in or submitted electronically on due dates. **Late papers will have 20 percent of total possible points deducted** (Note: NOT CLASS PERIODS), unless prior arrangements have been made with instructor.

Students are expected to attend all classes, be punctual and contribute to class discussion and group activities. Students are expected to be respectful, considerate and engaged with all speakers. Anyone that chooses to not be respectful, considerate or engaged will lose participation points.

Please use your **Rebelmail** for questions and/or assignments submission with **email subject "EDW571/EDCT471 Topic"** (e.g. "EDW571 Questions" & "EDCT471 Assignment Submission"). **Assignments submitted electronically should use MS Word and the document be named as "EDW571_Lastname_Assignment name"** or **"EDCT471_Lastname_Assignment name"**, e.g. "EDW571_Jones_Reading syllabus". You are also welcome to submit your assignments in paper copy.

***Note:** Instructor reserves the right to change the schedule and requirements for this course. Announcements regarding changes to the syllabus and /or class assignments made during scheduled lectures are your responsibility.*

*****WARNING:** Points will be deducted for texting during class lectures/activities.

GRADING POLICY

Grading EDCT 471

Activity	Possible Points
1. CTSO Website Review (written).....	10
2. CTSO PowerPoint and Presentation.....	10
3. Recruitment Letter.....	10
4. Program of Work and Calendar.....	20
5. CTSO Conference Attendance and Participation.....	10

6. CTSO Conference Reflection Paper.....	10
7. Quizzes (4/2.5 points each).....	10
8. CTSO Promotion Presentation.....	10
9. Class Participation/Attendance/In-Class Assignments.....	<u>10</u>
 Total Possible.....	 100

Final Grade Schedule:

A	=	92 - 100	C	=	72 - 76
A-	=	90 - 92	C-	=	70 - 71
B+	=	87 - 89	D+	=	67 - 69
B	=	82 - 86	D	=	62 - 66
B-	=	80 - 81	D-	=	60 - 61
C+	=	77 - 79	F	=	59 and below

Grading: EDW 571

Activity	Points Possible
1. CTSO Website review (written).....	10
2. CTSO PowerPoint and Presentation.....	10
3. Recruitment Letter.....	10
4. Program of Work and Calendar.....	20
5. CTSO Conference Attendance and Participation.....	10
6. CTSO Conference Reflection Paper.....	10
7. Quizzes (4/2.5 points each).....	10
8. CTSO Promotion Presentation.....	10
9. Class Participation/Attendance/In-Class Assignments.....	<u>10</u>
 Total Possible.....	 100

Final Grade Schedule:

A	=	92 - 100	C	=	72 - 76
A-	=	90 - 92	C-	=	70 - 71
B+	=	87 - 89	D+	=	67 - 69
B	=	82 - 86	D	=	62 - 66
B-	=	80 - 81	D-	=	60 - 61
C+	=	77 - 79	F	=	59 and below

TENTATIVE CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources Due	Assignment Due
1	<ul style="list-style-type: none"> • Course overview • Value of CTSO's • Nevada's Major CTSO's 		Intro to Ice Breaker/Team Building Activity
2	<ul style="list-style-type: none"> • History & Philosophy and Principles of CTSOs 	Chapters 1 and 2	Quiz (1)
3	<ul style="list-style-type: none"> • Examining CTSOs 		CTSO Information Presentations DUE (Group) ALL CTSO Website Review DUE (Individual)
4	<ul style="list-style-type: none"> • Program of Activities (POA) • Preparing for conference experience and assignment 	Chapter 3	
5	<ul style="list-style-type: none"> • Conference Experience - DECA State Career Development Conference (SCDC), Flamingo Hotel 		No class. Attend DECA SCDC, Feb 12-14. See instructor for details and time.
6	<ul style="list-style-type: none"> • CTSO Officers • Guest Speaker: Former DECA member 	Chapter 4	
7	<ul style="list-style-type: none"> • Chapter Activities • Chapter Finances 	Chapters 5 and 8	CTSO POA and Calendar DUE (Group)
8	<ul style="list-style-type: none"> • Public Relations • Awards 	Chapters 7 and 9	Quiz (2)
9	<ul style="list-style-type: none"> • Leadership Development • Student Advancement 	Chapters 6 and 10	Assessing your leadership style Quiz (3)
10	<ul style="list-style-type: none"> • Guest Speakers: Chapter Advisors 		
11	<ul style="list-style-type: none"> • Traveling with Students for CTSO competitions and conferences 		Recruitment Letter DUE (Individual)

12	<ul style="list-style-type: none"> Parliamentary Procedures 		
13	<ul style="list-style-type: none"> Spring break! 		No class.
14	<ul style="list-style-type: none"> Special Needs Evaluations 	Chapters 11 and 12	Quiz (4)
15	<ul style="list-style-type: none"> Conference Experience – FBLA State Business Leadership Conference (SBLC), Harrah’s Hotel 		No class. Attend FBLA SBLC, April 23-25. See instructor for details and time.
16	<ul style="list-style-type: none"> Promoting a CTSO presentations 		Promoting a CTSO presentations DUE (Group)
17	<ul style="list-style-type: none"> Exam Week 		ALL: CTSO Event paper DUE (Individual)

*Rubrics will be given per assignment.