



EASTERN OREGON
UNIVERSITY

**College of Education
Course Syllabus
2022-23**

Term	Dates
Summer 2022	June 21-September 2
Winter 2023	January 9-March 24

Course Number: ED 410

Course Title: Introduction to Teaching and CTE in Oregon

Credits: 3

Catalog Description: This course is designed to support high school instructors who are pursuing CTE licensure in Oregon and are either new to the teaching profession or existing teachers adding an endorsement to teach in a career and technical education program of study. Through course readings, videos and reflective projects, students will receive a practical introduction to the professional roles and responsibilities of educators as well as an overview of the state and federal funding (*Strengthening Career and Technical Education for the 21st Century Act of 2018*) and program characteristics that support CTE in Oregon. All readings and assignments have been selected because of their practical application.

Instructor: Jennifer Pambrun

Jennifer.pambrun@gmail.com or 541-861-8363

Mode, Time, and Place: Online self-paced

Texts (required):

All readings and video texts will be provided in Canvas.

Course Outcomes: Students completing this course should be able to:

1. Develop an awareness of the ethics, responsibilities and professional practices required of educators, including: student confidentiality, mandatory reporting, licensure and model core teaching standards.
2. Demonstrate understanding of the intended premise for career and technical education as defined by the Carl Perkins Act of 2018 and its implementation in Oregon, including providing equitable access to all students.
3. Evaluate and apply the quality indicators for CTE programs of study and teacher practice that support quality teaching and learning.

OAR Requirement Fulfilled by this Course: 584-042-0051

Career and Technical Education (CTE) Professional Development Plan

Alignment of this Course with National Teaching Standards (InTASC)

#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.

#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.

InTASC Standard(s)	Course Outcome	Module(s)	Means for Assessment
#9: Professional Learning and Ethical Practice	#1 #2 #3	#2: Ethics & Professional Practice #3: Delivering CTE Through Programs of Study #4: Investing in CTE in Oregon #5: Civil Rights & Equity In CTE #6: Teacher Evaluation & Licensure	Quizzes, Discussion posts, Program Evaluation, Strategic Plan, Data Analysis, Self-Evaluation
#10: Leadership & Collaboration	#3	#2: Ethics & Professional Practice #3: Delivering CTE Through Programs of Study #6: Teacher Evaluation & Licensure	Quizzes, Discussion posts, Program Evaluation, Self-Evaluation

Course Topics:

- TSPC’s Ethical Educator and Professional Practices
- Mandatory Reporting
- Confidentiality and FERPA
- Career & Technical Education Program of Study Model and Quality Indicators
- Strategic Investment Planning
- Carl Perkins Act of 2018 and other funding sources
- Using data to improve programs and support all students
- Equity
- Civil Rights Compliance
- CTE Licensure
- Educator Effectiveness: Teacher Evaluation

Course Design and Requirements/Expectations

Self-paced courses are purposefully designed to require limited interaction with other course participants or with the instructor; however, the unique requirement of this course will be interaction with CTE mentors, regional coordinators, others within the educational system, and/or community members.

Module Format: Students are required to complete each portion of each module in order to progress on to the next section or module. Modules may contain readings, videos, quizzes, or written assignments.

Instructor Role: The instructor for this course will monitor activity, provide limited feedback and may send reminders. The student may contact the instructor and expect a prompt response. Additional information on course expectations should be reviewed in the Introductory module of the course.

Student Evaluation and Grading

Grades are based on completion, computerized scoring, or rubrics/scoring guides written for individual assignments and are specified for each module. Written assignments will require signature pages from mentors or regional coordinators which will be provided with the assignment. Final grades will be scaled as follows:

- A 90--100
- B 80--89
- C 70--79
- D 60—69
- F Less than 60

Course Completion Policy

All assignments are due **by the end of the term—at least by the Friday prior to Finals Week.**

Incompletes are not an option. If the work cannot be completed within the term, the student will be assigned whatever grade has been earned through the end of finals week. Students may retake the course to replace the earned grade, but they will have to pay the course fee again. Withdrawals are per university policy.

Student Conduct

All students are expected to adhere to the student conduct code. All members of the Eastern Oregon University academic community are responsible for compliance with its Academic Honesty Code. Please refer to the EOU website. <http://www.eou.edu/saffairs/handbook/index.html>

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including, but not limited to, cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see Student Handbook at: <http://www.eou.edu/sse/student-handbook/>).

Accommodations/Students with Disabilities policy:

Any student who feels he or she may need an accommodation for any type of disability, please contact the Disability Services Office in Loso Hall, Room 234. Telephone: 541-962-3081.

Writing Center

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU's undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to eou.mywconline.com to schedule an appointment in the Writing Center (Loso Hall 234)

*Syllabus format developed by Teresa A. Farrell, Ed.D., Winter 2015
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