

PROGRAM CONCENTRATION: Education
CAREER PATHWAY: Education and Teaching
COURSE TITLE: Contemporary Issues in Education

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.)

EDU-CIE-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

EDU-CIE-2. Students will analyze career paths in the area of education.

Project: Students will choose a career path within the area of education on which to complete a detailed project including all of the elements of this standard.

Project will include a visual and a summary of information sheet for classmates.

Project will be presented to the class and videoed for personal critiquing.

a. Identify career opportunities and interests in the field of education.

<http://www.bls.gov/home.htm>
<http://www.khake.com/index.html>
<http://www.occsupplydemand.com>
<http://www.bls.gov/>
<http://www.salary.com/>

b. Determine preparation and educational requirements for various levels of employment in the field of education.

<http://www.bls.gov/home.htm>
<http://www.educationworld.com/awards/past/r1096-13.shtml>

c. Compare and contrast national, state, and local professional organizations.

<http://library.gmu.edu/resources/edu/edorg.htm>

d. Select appropriate specialized associations of teachers.

<http://library.gmu.edu/resources/edu/edorg.htm>
www.google.com for specialty area within field of education

e. Determine rewards and demands including salaries and benefits for various levels of employment in the field of education.

ACADEMIC STANDARDS:

ELA9W1. The student produces writing that establishes an appropriate organizational structure, set and engages the reader, maintains a coherent focus throughout, and signals closure.

SLA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SSEPF6. The student will describe how the earning of workers are determined in the marketplace.

EDU-CIE-3. Students will understand and apply disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts.

Essential questions—

- How can national standards be applied to fulfill realistic educational needs for your community?
- How do current events i.e. educational issues affect me as a consumer/taxpayer, for example—House Bill 900.
- Should current events shape what goes on in a classroom?
- How have contemporary issues facing education changed over time?
- How do state government and proposed legislation impact local schools and communities?
- How does the legislation impact the function of local schools and communities?
- How does the influence of local and state government impact the operation of the school system?
- What is the impact of new political leaders on educational issues?
- How do diverse student cultures affect school climate/

Locate articles on educationally pertinent topics such as:

Effects of election year politics
Cost of private schools to public education
NCLB change of focus
Charter schools pros and cons
Single-sex schools/classes
Rise in home schooling
Busing and integration
Changes in community demographics

a. Develop habits of using this knowledge base in evaluating and formulating educational practice.

Discuss importance of examining what is being taught and why on a regular basis

b. Examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences.

Using topics listed above or other designated topics—students work in small groups, select article or topic and describe 3 positive and 3 negative ways that school, teaching practices, and decision making could be impacted; small groups share highlights of article or topic with class; discussion of findings and thoughts

c. Utilize critical understanding of education thought and practice and decisions and events, including current events which have shaped them.

Using topics listed above or other designated topics—students work in small groups, select article or topic and describe 3 positive and 3 negative ways that school, teaching practices, and decision making could be impacted; small groups share highlights of article or topic with class; discussion of findings and thoughts

ACADEMIC STANDARDS:

ELA10RL4. The student employs a variety of writing genres to demonstrate a comprehensive grasp of ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

SCSH3. Student analyzes how scientific knowledge is developed.

EDU-CIE-4. Students will recognize the inevitable presence of societal and cultural influences in contemporary educational thought and practice.

Essential questions—

- How does society and culture affect education?
- How can values and ethics be maintained in interpreting contemporary educational issues?
- How do values and ethics impact educational practices?
- Why is it important for ethical issues to be a part of the educational policy and practices/
- How is the practice of education influenced by contemporary events and societies?
- What can I learn from my grandparents, or people over 60, that related to current diversity challenges in today's classroom?
- How are differences in students (societal/cultural) addressed in the teaching of these students?

Discuss moral and ethical expectations of “teacher”

a. Understand and employ value orientations and ethical perspectives in analyzing and interpreting critical and contemporary educational ideas.

www.gapsc.com look at moral turpitude

b. Develop systematic procedures in examining the normative and ethical assumptions of critical and contemporary schooling practice and educational ideas.

Case studies of curriculum and content banned in various schools and districts and consider the values represented in the decisions

c. Evaluate conceptions of truth, justice, and caring as they are applied in contemporary educational policy and practice.

http://www.pbs.org/newshour/bb/race_relations/jan-june97/bridges_2-18.html

<http://brownvboard.org/summary/>
<http://isbe.state.il.us/nclb/default.htm>

ACADEMIC STANDARDS:

SSCG7. The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

ELA11W3. The student uses research and technology to support writing.

EDU-CIE-5. Students will understand and apply critical perspectives on education and schooling.

Essential questions—

- How can understanding cultures across regions within Georgia help us adapt various purposes of education?
- What is the role of a teacher and student in an educational environment?
- How have assumptions about public education changed over time?
- How does public education impact the US society?
- How has the purpose of schools changed?
- What is the purpose of school?
- How can I use and apply critical thinking in my education?
- How does judgment affect the acceptance and adoption of contemporary values, policies, and practices?

a. Utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and contemporary.

Use case studies on critical issues in past and current educational contexts.

Class debates on selected critical and contemporary issues.

Overview of school characteristics and realities and how they vary within and across systems, regionally within Georgia, nationally, and in comparison with schools in other countries.

b. Use critical judgment to question contemporary educational assumptions and arrangements and to identify contradictions and inconsistencies among current social and educational values, policies, and practices.

Students work in small groups and discuss the purpose of schools.

Give students a previously compiled list of purposes for schools. Within small groups, choose the 10 most important purposes for schools. Refine list to include five top choices. Discuss small group choices as a class.

Students are divided into groups and given a problem facing American education to solve. Presentation of problem and the chosen solution to the class. Discuss findings and possible alternate solutions.

ACADEMIC STANDARDS:

ELA10RL1. The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

EDU-CIE-6. Students will understand how moral principles related to democratic institution can inform and direct schooling practice, leadership, and governance.

Essential questions—

- Why is it important to know the difference between constitutional and unconstitutional practices in public education?
- How can you use moral, social, and political means in improving your school?
- Where do rights as a student end and limitations of a teacher begin?
- What are some teaching practices that will influence moral, social, and political dimensions in today's society?
- How does my moral attitude affect the leadership practice of my school?
- How do the moral rights and responsibilities of students compare to the moral rights and responsibilities of teachers?
- What criteria must be used to determine if an issue and/or situation is unconstitutional?
- How can a staff member's social life affect the school environment?

Essential question--How would hiring a faculty member with extremely different world views and teaching philosophy impact my school and would I be willing to take that risk?

Activity: Given an article describing a teacher with a radical world view or extremely different teaching philosophy students are put into groups and tasked with deciding if they would interview this person for a position in their school. Specific questions are given for discussion and consideration. Small groups share with large group.

a. Participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic society.

Examine features of what constitutes a “democratic classroom”—roles of teacher and students and implications (traditional vs. progressive teaching styles, student government, alternative schooling, etc.)

b. Evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools as they relate to life in a democratic society.

Overview of key elements and debate /discussions of different perspectives related to moral dilemmas and controversial issues that arise in current classrooms and which contemporary teachers face (e.g.—violence, drugs, discipline, cheating, stealing, burnout, bullying, dropouts, physical/emotional/ sexual abuse, etc.)

Use videos, documentaries, and other media in scrutinizing “real world” cases.

ACADEMIC STANDARDS:

SSCG1. The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

EDU-CIE-7. Students will understand the full significance of diversity in a democratic society and how that society influences instruction, school leadership and governance.

Essential questions—

- How does diversity affect classroom instruction?
- How does diversity influence the way we teach in the classroom?
- What are the human commonalities within the diversity of your students?
- Why is understanding the impact of diversity important in maximizing teaching and learning?
- How can understanding my own prejudices enable me to understand others?
- What are some specific commonalities of all learners?
- What issues are present in your community that influence instruction/learning in the classroom?
- Why is it important to understand why we are all alike and different?

a. Understand how social and cultural differences originating outside of the classroom and school affect student learning.

<http://raider.muc.edu/~schnelp/QUALITIES%20OF%20EFFECTIVE%20SC.htm>

Detailed consideration of different dimensions of diversity in contemporary schools (e.g.—gender, race, ethnicity, natural origin, sexual orientation, language, immigrant/refugee status, alternate abilities, religion, SES and impoverishment, etc.)

Case studies, video cases, short stories, personal portraits, other media, etc., in examining diversity in its various forms, with possible attention paid to recent trends in minority students in GA (e.g.—Latinos, Eastern European, Asian, etc.)

In-class consideration of in school realities and implications for “different” students regarding content, expectations of teachers, evaluations and performance, language and culture issues, etc.

Volunteering in community settings and local schools for first hand experience of the degrees, levels, and varieties of difference evidenced in current society.

b. Acquire an understanding of education and connect sensitivity with democratic values and responsibilities.

Examine recruitment and retention of African American, Latinos, and other minority groups in the teaching profession itself, especially in the current GA context.

c. Accept the idea that there is human commonality within diversity.

<http://www.uen.org/Lessonplan/preview.cgi?LPid=19515>

d. Adapt instruction to incorporate recognition and acceptance of social and cultural differences to the extent that they do not interfere with basic democratic principles.

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Multicultural_Education/MUL0003.html

Discuss cultural groups within the community

Discuss changes in societal norms over last decades

Discuss local attitudes toward societal changes

How is it different here? In California? Wherever else?

e. Specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations, or family and community organization affect teaching and schooling.

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Sociology/SOC0003.html

ACADEMIC STANDARDS:

SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.

EDU-CIE-8. Students will understand and describe how ethical, philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.

Essential questions—

- Why is testing necessary?
- What types of assessments can be used to evaluate students' knowledge?
- How can assessments be used more effectively in the classroom?
- What are the implications of ethical, philosophical, and moral commitments on the evaluation process?
- What part does morality play in choosing a measuring device?
- What is the historical background on tests?
- What is the importance of testing?
- What should be considered in choosing a measuring device that addresses moral and philosophical assumption?

a. Identify, understand, question, evaluate, and critique educational conceptions, practices and current values that can lead to change.

Beginning level introduction to different forms of evaluation and their uses/misuses, historical background on SATs, US Army tests, IQ tests, etc.

b. Understand that in choosing a measuring device, one necessarily makes a moral and philosophical assumption and choice in a measuring device.

Reflective writing on different forms of teacher-made evaluations and purposes, especially in light of students' own experiences

c. Prepare to consider all aspects of an evaluation method, including ethical, cultural, and test norming criteria.

Consideration of evaluation in many forms within the context of current reform and accountability mandates (NCLB, GPS, Praxis exams, content standards, etc.)

ACADEMIC STANDARDS:

ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

SSEF6. The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new tech.

EDU-CIE-9. Students will participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic

society.

Essential questions—

- Why should an educator in the US join a professional organization?
- What is the role of your local BOE?
- How does a teachers' strike effect the educational achievement of students?
- How may involvement and membership in a professional organization benefit the teacher/
- What are advantages of joining a professional organization? What impact can it have on learning?
- How does the Code of Ethics govern policies at your school?
- What are pros and cons of teachers' unions?
- How do teacher organizations impact and/or affect educational legislation on the local and/or state level?
- What are the advantages and disadvantages of a teacher participating in a professional organization?
- What is the role of various professional teacher organizations in a democratic society?

a. Examine teacher unions.

Internet research

b. Examine teacher strikes.

Research articles on teacher strikes, their purposes, outcomes, effectiveness, etc.

c. Examine GAE and PAGE and analyze similarities and differences between GAE, PAGE, NAE and AFT.

Guest speakers representing these organizations.

Research of specifics of organizations, their interests, platforms, membership, etc.

d. Examine the impact of teacher organizations on teacher salary, working conditions and teacher recruitment and retention.

Students work in pairs to obtain information on a specific organization. Small groups present to large group.

e. Understand the role of the local BOE in making decisions for the school system.

Board of Education guest speakers.

ACADEMIC STANDARDS:

SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

EDU-CIE-10. Students will evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools as they relate to life in democratic society.

Essential questions—

- How do moral, social, and political dimensions of contemporary classrooms, teaching and schools relate to life in a democratic society?
- How do you discuss political issues in the classroom without creating chaos?
- What is a democratic classroom?
- How can identifying the differences in cultures, values, and social status in the classroom assist the teacher in relating to the class more effectively?
- What should be addressed in a democratic classroom?

a. Identify a democratic classroom.

What are roles of teacher and students?

What are the implications for creating a democratic classroom?

What do you think the implications of creating a democratic classroom would be for your students?

b. Critique the Code of Ethics of the Georgia Professional Standards Committee.

<http://www.gapsc.com/ProfessionalPractices/CodeOfEthicsBrochure12052005.pdf>

<http://www.gapsc.com/ProfessionalPractices/Rules/505-6-.01.pdf>

<http://www.gapsc.com/Professionalpractices/CodeOfEthics09152005.pdf>

http://www.gapsc.com/Professionalpractices/moral_turpitude.pdf

c. Recognize and appreciate the differences in culture, values, and social status all contained within one classroom.

Journal prompts on topics of tolerance, acceptance, diversity, etc.

Position paper on acceptance and each person's value and contribution to class, school, and society.

ACADEMIC STANDARDS:

ELAWLRL3. The student deepens understanding of literary works from around the world by relating contemporary context or historical background, as well as to works from other time periods.

EDU-CIE-11. Students will specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations and family and community organization affect teaching and schooling.

Essential questions—

- How do community demographics affect teaching and learning?
- Why is it important to understand the diversity of your class while teaching?
- How does the community dynamics and diversity affect my teacher's ability to teach me?
- How does the knowledge of the demographics of your school help you teach effectively?
- How can planning a community project enhance your teaching internship?
- How does understanding your community's demographics influence teaching strategies?

- How can knowing the demographics of your community make you a more effective teacher?
- How do the demographics of a school influence instruction?

a. Know the demographics of his/her community.

<http://quickfacts.census.gov/qfd/states/13/13103.html>

<http://www.muninetguide.com/schools/GA/Springfield/Effingham-County-High-School/>

b. Plan and implement community projects that impact issues of race, socioeconomic status, cultural differences, or special needs.

Students identify areas where students may be of assistance in existing projects.

Help with school, county, and district Special Olympics.

Discuss ideas for creating a community project.

c. Evaluate the contextual factors of the classroom in which they do their internship.

Observation in local area classrooms and ECHS PreK.

ACADEMIC STANDARDS:

SSWG2. The student will explain the cultural aspects of geography.

EDU-CIE-12. Students will articulate moral and philosophical assumptions underlying an assessment and evaluation process.

Essential questions—

- What are the differences among the 6 major philosophies of education?
- What is the purpose of philosophies and why is it important to set your own philosophy before teaching?
- How does developing your own personal philosophy help improve your outlook on education?
- What factors would influence and determine your philosophy of education?
- Of the six modern philosophical orientations of teaching, which one do you adhere to? Substantiate and document with a one page thesis.
- How will my teaching philosophies affect the testing and grading of my students' school work?

“Teachers, Schools, and Society” pgs. 195-227

a. Understand the six philosophical orientations to education.

Examine the philosophical orientations.

Journal as to the use of each in student's own educational experience.

b. Identify the six philosophies used by the teacher they observe.

Observe and note philosophies.

c. Evaluate the effectiveness of these philosophies.

Evaluate the effectiveness of each philosophy in student's personal experience and in the teaching observed.

d. Prepare a personal philosophy of teaching that includes the use of assessment within a classroom setting.

Prepare personal philosophy.

ACADEMIC STANDARDS:

MM4P4. Students will make connections among mathematical ideas and to other disciplines.

MM4P5. Students will represent mathematics in multiple ways.

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary.

They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

a. Reading in all curriculum areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.

- Read both informational and fictional texts in a variety of genres and modes of discourse.

- Read technical texts related to various subject areas.

b. Discussing books

- Discuss messages and themes from books in all subject areas.

- Respond to a variety of texts in multiple modes of discourse.

- Relate messages and themes from one subject area to messages and themes in another area.

- Evaluate the merit of texts in every subject discipline.

- Examine author's purpose in writing.

- Recognize the features of disciplinary texts.

c. Building vocabulary knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.

- Use content vocabulary in writing and speaking.

- Explore understanding of new words found in subject area texts.
- d. Establishing context
- Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

CO-Requisites:

EDUS1. Students will acquire meaning from written material and apply the information to a task.

- a. Identify sources that provide relevant, valid written material.
- b. Extract relevant information from written materials.
- c. Apply written directions to achieve tasks.
- d. Analyze company resources to ascertain policies and procedures.

EDUS2. Students will effectively communicate with coworkers.

- a. Explain the nature of staff communications.
- b. Respect the privacy and confidentiality of others.
- c. Participate in a staff meeting.
- d. Provide directions for completing job tasks.
- e. Conduct a staff meeting.
- f. Provide feedback on work efforts.

EDUS3. Students will effectively communicate with people of different cultures and/or countries.

- a. Demonstrate proper respect for diversity.
- b. Relate cultural attitudes toward rank titles, time, silence, space, and body/eye contact for successful international business relationships.
- c. Compare business protocol of various countries.
- d. Compose effective business communication based on an understanding of the relevant environments and differences in tone, style, and format.

EDUS4. Students will utilize strategies for effective conflict management.

- a. Respond appropriately to passive, assertive, and aggressive behaviors.
- b. Demonstrate problem-solving techniques to avoid conflicts when dealing with clients and coworkers.
- c. Interpret business policies to clients.

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