

**AUBURN UNIVERSITY****DR. CHRISTAL C. PRITCHETT**

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**SYLLABUS**

1. **Course Number:** CTCT 7000/7006  
**Course Title:** Foundations of Career and Technical Education  
**Credit Hours:** 3 semester hours  
**Prerequisites:** None  
**Corequisites:** None

2. **Date Syllabus Prepared:** August 2011

3. **Text:**

Scott, J.L., and Sarkees-Wirceneki, M. (2008). *Overview of career and technical education*. American Technical Publishers. 4<sup>th</sup> edition. ISBN-9780826940179

Gordon, H. R. D. (2008). *The history and growth of vocational education in America*. Waveland Press. 3<sup>rd</sup> edition. ISBN-10: 1577665171

Selected websites and web references will be utilized.

4. **Course Description:**

Philosophical, historical, economic and sociological perspectives of career and technical education in relation to the organization of career and technical education programs.

5. **Course Objectives:**

Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. analyze historical and contemporary philosophies in light of their impact on the structure and practice of career and technical education.
2. describe the nature and implications for federal legislation affecting career and technical education.
3. explain the economic, social and political conditions that have impacted career and technical education throughout its history.
4. compare various delivery systems that have been used in career and technical education.
5. describe the career and technical education program areas.
6. summarize patterns for preparing, certifying, and recertifying career and technical education teachers.
7. describe the administration and funding patterns of career and technical education.
8. describe the function of advisory committees in career and technical education.
9. outline the functions of career and technical student organizations.
10. review relationships among educators, business, industry, labor, and government in both formal and informal mechanisms that support career and technical education.
11. examine the historical and philosophical relationship of career and technical guidance and career education to career and technical education.
12. develop and defend a personal, professional philosophy statement for career and technical education.

**6. Course Content:****I. Course Introduction (week 1)**

- A. Course Introduction
- B. Definition of education
- C. Definition of career and technical education
- D. Purposes of education and career and technical education
- E. Impact of land-grant institutions on career and technical education

**II. Career and Technical Education Philosophies (week 2)**

- A. Philosophy defined
- B. Principles of career and technical education
- C. Policy in career and technical education
- D. Basic tenets of philosophy
  - 1. Idealism
  - 2. Realism
  - 3. Pragmatism
  - 4. Reconstructionism

**III. Historical Development of Career and Technical Education (weeks 3 to 6)**

- A. Ancient history and career and technical education
- B. Ancient history to 1800
- C. Career and technical education from 1800 to 1900
- D. Career and technical education since 1900
- E. Factors influencing the development of career and technical education

**IV. Legislative Development of Career and Technical Education (weeks 7 and 8)**

- A. Career and technical education before the Smith-Hughes Act
- B. Career and technical education since the Smith Hughes Act

**V. People Influencing the Development of Career and Technical Education (weeks 9 and 10)**

- A. Views of Booker T. Washington and W.E.B. DeBois
- B. Views of David Snedden, Charles Prosser, and John Dewey
- C. Differences in educational philosophies
- D. The Great Debate in career and technical education

**VI. Delivery Systems in Career and Technical Education (week 11)**

- A. Secondary education
- B. Postsecondary education
- C. Middle schools
- D. Higher education
- E. Proprietary schools
- F. Globalization

**VII. Career and Technical Instructional Programs and Teacher Preparation (week 12)**

- A. Program areas in career and technical education
- B. Career and technical enrollments by program area
- C. Teachers in career and technical education
- D. Teacher certification

**VIII. Trends and Issues in Career and Technical Education (weeks 13 and 14)**

- A. Career education
- B. Career and technical guidance
- C. Tech Prep
- D. School-to-Work
- E. Work-based learning
- F. Block grants
- G. Youth apprenticeship
- H. Professional organizations

**IX. Development of Career and Technical Student Organizations (week 15)**

- A. Public Law 81-740
- B. Organizational structure and role of career and technical student organizations
- C. Federally recognized career and technical student organizations
- D. Career and technical student organizations and the School-to-Work Opportunities Act of 1994

**7. Course Requirements/Evaluation:**

1. Participate in all class discussions and exercises, including the weekly Discussion Board. For each class, there will be an assigned reading that you will be responsible for reading and responding to via Blackboard. Your Discussion Board posts/responses should be posted by 11:30 PM on the day that it is due. Your initial response to the reading and other materials should include the following: (1) one point from the text/material that you found interesting (must be different from other posts) and/or answer the question(s) posted; (2) your experience concerning this point (or lack thereof); (3) how you can apply this knowledge in your classroom (present or future). You will then read and acknowledge at least three of the responses from your classmates. This acknowledgement should be thoughtful and add to the discussion, even if you disagree. You will need to post a total of four quality postings per week for **each** topic/question posted in the Discussion Board.
2. Complete a midterm written examination.
3. Complete a final written examination.
4. Write a personal philosophy statement relative to the structure, role, purpose, and function of career and technical education (1-2 pages in 12 point Times New Roman font with 1 inch margins).
5. Prepare and present an analysis/synthesis written paper on a career and technical education topic included in III, V, VI, VII, VIII, or IX under Course Content on page 2 of this syllabus. Your topic needs to be submitted via the Discussion Board on Blackboard. Only 1 student may prepare and present a paper on each topic. Using textbooks, web resources, and research articles from journals in career and technical education, research your chosen topic in career and technical education. Write and present a paper analyzing and synthesizing the major points of your research, including global, current, and future implications in career and technical education, if applicable. Paper should be 2-4 typed pages, double-spaced, 12 point Times New Roman font, and 1 inch margins (not including references, tables, etc.).
6. Prepare and present a written paper on a major piece of legislation affecting career and technical education. Include how this piece of legislation affects career and technical education today and in the future, if applicable. Your topic needs to be submitted via the Discussion Board on Blackboard. Only 1 student may prepare and present a paper on each topic. The paper should be 3-4 typed pages in 12 point Times New Roman font with 1 inch margins and double-spaced (not including references, tables, etc.).
7. In order to pass this course, all requirements must be completed and submitted on time in Blackboard.
8. All papers should follow APA 6<sup>th</sup> Edition.

The final grade for this course will be based on the following:

Midterm examination	10%
Final examination	10%
Personal philosophy statement	10%
Analysis/synthesis paper	15%
Analysis/synthesis paper presentation	5%
Legislation paper	15%
Legislation paper presentation	5%
Discussion board	30%
<b>Total</b>	<b>100%</b>

ASSIGNMENTS	POINTS	DUE DATE
Discussion Board Participation/Class Assignments (Req. 1)	300	Weekly by Sunday 11:30 PM
Personal Philosophy Statement (Req. 4)	100	9/11/11
Midterm Examination (Req. 2)	100	10/12/11
Analysis/Synthesis Paper (Req. 5)	150	Varies depending on topic
Analysis/Synthesis Presentation (Req. 5)	50	Varies depending on topic
Legislation Paper (Req. 6)	150	9/28/11 – 10/10/11
Legislation Paper Presentation (Req. 6)	50	9/28/11 – 10/10/11
Final Examination (Req. 3)	100	Week of 12/5-9/11
<b>Total</b>	<b>1000</b>	

The following grading scale will be used:

90 - 100 % = A
80% - 89.9% = B
70% - 79.9% = C
60% - 69.9% = D
Below 60% = F

**NOTE TO DISTANCE LEARNING STUDENTS:**

Distance learning students will be responsible for locating a qualified proctor and completing all proctor forms BY THE FIRST WEEK OF CLASS. The following descriptions of a proctor are provided by the University:

“Students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a School Superintendent, a Principal of a high school, or a Dean or Department Head of a College. Proctors shall be verified. The proctor will manage the examination in a secure manner, requiring students to present a picture ID.”

There are two Proctor Forms that must be received by the first week of school. Proctors will be verified. Proctor Forms can be found on Blackboard’s class page. You must scan/email the completed forms to **Miki Parker** ([torremm@auburn.edu](mailto:torremm@auburn.edu)). Miki will then be in contact with you regarding proper proctor procedures.

**If I do not receive your proctor forms as instructed above, you will NOT receive credit for the exam. No excuses will be accepted!**

**Distance learning students need to post their presentations to Blackboard before the due date or mail a DVD of your presentation in order for it to be received before the due date (so we can load it on Blackboard).**

**If you need to mail/ship any items, please use the following address:**

Dr. Christal C. Pritchett  
108 Wallace Building  
Auburn University, AL 36849

Please email **Marissa Kane, GTA** ([kanemar@auburn.edu](mailto:kanemar@auburn.edu)) with any **technical questions** related to this course.

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in Blackboard weekly. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**9. Justification for Graduate Credit:**

CTCT 7006 (Foundations of Career and Technical Education) is designed for graduate students to critically think about the development and impact of career and technical education. Students enrolled in this course will develop an in-depth understanding of the historical, philosophical, social, legislative, and structural foundations of career and technical education. The content of the course will contain a number of outside readings which students must complete. These readings will help students to critically analyze the nature of career and technical education and develop an appreciation of career and technical education for society today and in the future. Assignments students will complete will encourage them to analyze and synthesize their readings and justify their philosophy and position in career and technical education.