AUBURN UNIVERSITY

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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 2014

1. **Text:**

Gordon, H. R. D. (2008). *The history and growth of vocational education in America*. Waveland Press. 3rd 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.

1. examine the historical and philosophical relationship of career and technical guidance and career education to career and technical education.
2. 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. Canvas Introduction (please introduce yourself on the discussion board)

C. KWL

D. Research Article (ACTER)

1. **Overview of Career and Technical Education (week 2)**
2. Definition of education
3. Definition of career and technical education
4. Purposes of education and career and technical education
5. Research Article (The Awakening)
6. **Discussion of group project and research project (week 3)**
7. Research Article (Independent Action)
8. **Career and Technical Education Programs (week 4)**
9. Career Clusters
10. Special Populations
11. Secondary/Post-secondary levels
12. Preparation of teachers
13. Association for Career and Technical Education
14. Research Article (Vocational Age Emerges)
15. **Career and Technical Education Philosophies (week 5)**
16. Philosophy defined
17. Principles of career and technical education
18. Policy in career and technical education
19. Basic tenets of philosophy
20. Idealism
21. Realism
22. Pragmatism
23. Reconstructionism
24. Research Article (Coming of Age)
25. **Midterm (covering subjects I-V above) (week 6)**

**Chapter 1 Presentation: Early Career and Technical Education in America**

1. **Week 7**

**Chapter 2 Presentation: Leaders Who Influenced Career and Technical Education Curriculum Development**

1. **Week 8**

**Chapter 3 Presentation: Impact of Land-Grant Institutions on Career and Technical Education**

**Chapter 4 Presentation: Selected Factors that Influenced Career and Technical Education Development**

1. **Week 9**

**Chapter 5 Presentation: Legislative History and the Changing Workforce**

**Chapter 6 Presentation: Participation of Women in Career and Technical Education**

1. **Week 10**

**Chapter 7 Presentation: Participation of Special-Needs Populations in CTE**

**Chapter 8 Presentation: CTE Instructional Programs and Teachers**

1. **Week 11**

**Chapter 9 Presentation: Development of CTE Student Organizations**

**Chapter 10 Presentation: The Effectiveness of School-to-Work**

1. **Week 12**

**Chapter 11 Presentation: The Aging Workforce**

**Chapter 12 Presentation: Globalization of Career and Technical Education**

1. **Week 13**

**Chapter 13 Presentation: Issues and Trends Impacting the Growth and Future of Career and Technical Education**

1. **Weeks 14-16 Work on Research Project (due December 3rd – 3pm)**

**7. Course Requirements/Evaluation:**

1. Participate in all class discussions.
2. Complete all written assignments. See schedule for details. Weeks 1-5 will include journal article reading/summary/analysis. Week 5 will also include your personal CTE philosophy. Once we start chapter presentations, there will be assigned questions pertaining to the chapters covered in class. Your responses should be submitted by 11:30 PM on the Sunday following the presentations. Your response should thought provoking, in-depth, and thorough. If applicable include your personal input (agree, disagree, pro, con, etc.).
3. Complete a midterm written examination – this will be a proctored exam covering weeks 1-5.
4. Starting week 6, students will complete assigned questions from the Gordon text book to align with student presentations.
5. 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).
6. Students will be assigned a group to complete two chapter presentation for weeks VI-XIII. Each group will be assigned two chapters from the Gordon textbook. Students must use the textbook, web resources, and research articles from journals in career and technical education to develop their presentation. Please provide a reference to all resources used. Students must present the information analyzing and synthesizing the major points of your research, including global, current, and future implications in career and technical education, if applicable. Your presentation can be in the form of a Prezi, Wiki, Livebinder, etc. (any Web 2.0 application) but **NO** PowerPoint. You will post your paper and presentation under the applicable week’s Discussion **AND** under Assignments in Canvas. You will be allotted and expected to use the entire 50 minute class session. In addition, you should also have an interactive activity to enhance your instruction. Make sure to use multiple teaching strategies to keep us entertained! ☺
7. Students will be assigned a research project which will be discussed during class.
8. In order to pass this course, all requirements must be completed and submitted on time in Canvas.
9. All papers should follow APA 6th Edition.

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

 Midterm Examination 20%

 Class Assignments 30%

 Chapter Presentations(s) 30%

 Research Project 20%

 Total 100%

 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

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: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). 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 electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Cheating will apply to this class ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

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.