AUBURN UNIVERSITY

Dr. Elisha C. Wohleb

wohleec@auburn.edu

334-844-8724

0303b Haley Center (office)

5040 Haley Center (mailing)

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 2022

1. **Text:**

Gordon, H. R. D. & Schultz, D. (2020). *The history and growth of career and technical education in America*. Waveland Press. 5th edition. ISBN-10: 147863870

 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:**

 **\*See assignment sheet**

**7. Course Requirements/Evaluation:**

1. Participate in all class discussions.
2. Complete all written assignments. See schedule for details. Typically, each week will have a chapter assignment, an article assignment, and a discussion. For each chapter, you should complete the Questions and Activities as outlined on the schedule. Your response should be thought provoking, in-depth and thorough. If applicable, include your personal input (agree, disagree, pro, con, etc.). Please check these questions ahead of the due date as some of them will take preparation to answer. Each week you will either have an article to read or a scholarly article to find pertaining to your research report. Please provide a BRIEF summary of the article and a DETAILED analysis of your opinion, why this article is important, how this article pertains to your research, etc. You must upload both the full length article and your response.
3. There will be a discussion post each week. Each week you should find an article, video, post, blog, meme, gif, etc. relating to Career and Technical Education that is a trend, challenge, inspiration, etc. and provide a thorough discussion/explanation of your thoughts, ideas, opinions, etc. In addition, you should reply to at least two of your classmates.
4. Students will be assigned a research project which will be discussed during class.
5. In order to pass this course, all requirements must be completed and submitted on time in Canvas.
6. All papers should follow APA 7th Edition.
7. NO LATE WORK ACCEPTED.

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

 Chapter Assignments 30%

 Weekly Articles 25%

 Discussion 25%

 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.

Writing Center: The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website (www.auburn.edu/writingcenter) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm

­No late work will be accepted for this class.

**Contingency Policy:**If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. In the event of a disruption, students should contact the GTA for the course.

**Statement on COVID-19 Physical Distancing:**Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy:**In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote:**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignment/Schedule Subject to Change due to Pandemic:**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive:**

Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event Instructor Test Positive or Must Quarantine:**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.