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 2023

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 Outline**

 **\*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.