COURSE SYLLABUS

Course Prefix / Number: ECT 3004

Course Title: Principles and Philosophy of Career and Technical Education

Course Credit Hours: 4

Instructor Name and Contact Information: Jill T. White, Bldg. 70, Room 106. E-mail: jwhite@uwf.edu; phone: 474-3395. Office hours: Tuesday and Thursday, 11:00 a.m. – 5:00 p.m.; Monday, Wednesday, Friday by appointment only.

Prerequisites or Co-Requisites: None

Course Description:

This course is required to achieve regular teacher certification (Florida State Board of Education Rules Section 42: lb and 5). The course is also required course for the BS degree in Career and Technical Education and is a prerequisite for admission to the graduate program in Educational Leadership with an area of specialty in Career and Technical Education.

The State of Florida has responded to national and state initiatives in education reform and accountability by creating legislative policies relative to the preparation of teachers. Florida's Accomplished Practices, Sunshine State Standards, and Curriculum Frameworks outline the skills, abilities, and knowledge-base that teachers and students require to be successful in Florida's educational system.

Program Goals: The Career and Technical Education program strives to
Prepare students to meet the following accomplished practices mandated by the State of Florida: #1, #2, #3, #4, #5, #6, #7, #8, #9, #11, and #12. (www.firn.edu)

Document how they use the appropriate Next Generation Sunshine State Standards in teaching students enrolled in Career and Technical Education programs: http://www.fldoe.org/workforce/dwdframe/default.asp

Prepare individuals to address All Aspects of an Industry as they implement strategies to help students transition into the workplace: http://isd742.org/stw/Aspects%20of%20Industry.pdf

Course Goals:
The goals of this course relate to specific knowledge and content of early Career and Technical education (CTE) in America and how that early historical perspective has influenced CTE today. Students will review the foundational tenets that have shaped Career and Technical Education as we know it today by identifying the legislative issues that have influenced our discipline. The course will specifically address leaders who influenced Career and Technical Education curriculum development. The historical role of women in Career and Technical Education will be included in topic discussions as will student organizations, traditional and non-traditional careers, and the effectiveness of the educational reform movement in the United States in the last twenty years.

Student Learning Outcomes: Students will demonstrate proficiency in the following areas:

1.0 Demonstrate knowledge of the definitions and terminology, historical perspective and principles of career and technical education.

2.0 Express the significance of career and technical education to the individual and society.

3.0 Explain the relationship of career and technical education to education and training in general.

4.0 Describe the role of career and technical education in public schools.
4.1 Identify the important new paradigms for Career and Technical Education.

4.2 Determine how the emphasis on restructuring schools impacts CTE.

5.0 Identify and describe the major legislation that has impacted the development of CTE at both the national and state level.

6.0 Explain the current issues and trends in CTE.

7.0 Explain the importance of career development throughout the education and lifetime of an individual.

8.0 Identify the national standards and skill standards for CTE and teaching in general.

9.0 Describe and identify the professional organizations relevant to teachers and students and their importance.

**About this Course:**

This course is delivered completely online. You must have consistent access to the Internet. Learning at a distance may be a very different environment for many of you. You will generally set your own schedules, participate in class activities at your convenience, and work at your own pace. You may require some additional time online during the first few weeks while you become acclimated to the online format and you may even feel overwhelmed at times. It will get better. You should be prepared to spend approximately 6 - 8 hours per week online completing lessons, activities, and participating in class discussions. Finally, you may want to incorporate these tips to help you get started:

- Set a time each week (schedule) to:
  - Check the course web site to determine your tasks for the week.
  - Check the course web site frequently throughout the week for updates.
- Within the first week, become familiar with the site and how to use it.
  - View this eLearning Demo.
- Team up with your classmates to discuss class assignments and questions you might have.
  - Check the “Classlist” link “?” for fellow student biography information and email addresses.
• Ask questions when you need answers.
  o If you have problems, contact your instructor early.

**Topics and Projects:**

Then and Now in CTE

Philosophy of Education (Paper)

Traditional and non-traditional career opportunities

Matrix for important CTE Legislation

Special Needs Students in CTE

Final project (Annotated bibliography or Packet).

**Texts / Materials:**


Readings: Posted to Desire2Learn weekly. Readings will include journal articles based on Career and Technical education, legislative policy, and current issues and trends.

**Web Sites and Tutorial:**


NWREL's Library: [http://educationnorthwest.org/](http://educationnorthwest.org/)


Latest Carl Perkins Vocational Reauthorization: [http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html](http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html)
Recommended Resources:


Required Materials:

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account

Grading / Evaluation:

- 97-100%: A
- 94-96%: A-
- 90-93%: B+
- 87-89%: B
- 85-86%: B-
- 75-84%: C
- 65-74%: D
- < 65%: F

Attendance Policy:

This is an online class. Attendance will include accessing the D2L website, participating in online discussion boards, and attending any and all Elluminate Sessions that are scheduled. Points for submissions to the discussion board will be reflected in the participation grade.

Minimum Technical Skills and Special Technology Utilized by Students:

This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and
sending/receiving email with attachments, students will be expected to search the Internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Adobe Acrobat Reader:  

- PowerPoint Viewer:  

- Windows Media Player:  

- QuickTime Player:  

- Real Player:  

- Adobe Flash Player:  

- For students’ using Screen Readers: Download Elluminate's Java Bridge:  
  [https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368](https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368)

- eLearning's Accessibilty Resource Guides for users:  
  [http://www.desire2learn.com/access/resources/](http://www.desire2learn.com/access/resources/)

**Expectations for Academic Conduct / Plagiarism Policy:**

Academic Conduct Policy:  
- [Web Site](#)  
- [PDF Format](#)

Plagiarism Policy:  
- [WORD Format](#)  
- UWF Library [Online Tutorial: Plagiarism](#)

Student Handbook:  
- [PDF Format](#)

**Assistance for Students with Disabilities:**

The [Student Disability Resource Center (SDRC)](#) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.
Weather Emergency Information:

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: [http://uwfemergency.org/hurricaneprep.cfm](http://uwfemergency.org/hurricaneprep.cfm)
- Information about other emergency procedures is available on the UWF web site:[http://uwfemergency.org/](http://uwfemergency.org/)