Course Syllabus

CTE 6010: History and Principles of Career and Technical Education

Division: Teacher Education
Program Area: Career and Technical Education
Course #: CTE 6010
Course Title: History and Principles of Career and Technical Educ.
Course Credit: 3
Term/Year: Winter 2014
Course Location: Online section 200
Day: Online section
Time: Online section
Instructor: Dr. Arlene Gibson
Office Hours: Available weekdays up until 9:00 pm
Office Phone #: 313/318-4283
E-mail: am5075@wayne.edu

Course Description: The course details the history and concepts of Career and Technical Education (CTE). The course provides a discussion relative to the nature and role of CTE in the economic development of the individual and the nation. An overview of organization and administration at the federal, state, and local level is provided with an emphasis on recent developments in school reform and improvement, plus business industry linkage.

Note: Winter 2014 / On-Line Section
This course is being taught using various technological tools. It is expected that students have technological skills and access to technological tools that will be required to actively participate in course activities with the instructor and other students. There will be no on-campus meetings; however, students are required to work with others in the course electronically. E-mail and Internet accessibility are required.

Course Objectives: Each learner will:
1. Examine how the principles of Career and Technical Education were incorporated by Booker T. Washington into his philosophy and collaborate with classmates to create new learning scenarios where the principles may be incorporated into present day classrooms.
2. Examine and discuss Booker T. Washington’s influence on Career and Technical Education in America.
3. Formulate new definitions for each of the foundational principles of Career and Technical Education in America.
4. Identify and evaluate CTE programs and practices to choose those that exemplify the new definitions.
5. Analyze how significant political, social and legislative events influenced the direction of CTE in the nation.
6. Critique the beliefs and principles of key theorists and philosophers in CTE and their premises for career and technical education.

ATTENTION STUDENTS WITH DISABILITIES
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Wayne State University Writing Center:**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

**SDS News:**

Effective Fall semester 2010 Student Disability Services implemented a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

**Plagiarism:**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Enrollment/Withdrawal Policy**

Beginning in fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

 WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
 WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
 WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Resources available to use:**

It is NOT a requirement that one possess proficient computer skills in order to be successful in this course. You will be provided with tutorials to help strengthen your technical skills. If you do not have access to a computer at home, then any computer with internet access and MS Office will enable you to complete course assignments. You may use any version of MS Office to complete assignments.
**FREE Office Software Suite:** OpenOffice.org 3 (http://www.openoffice.org/) is the leading open-source office software suite for word processing, spreadsheets, presentations, graphics, databases and more. It is available in many languages and works on all common computers. It stores all your data in an international open standard format and can also read and write files from other common office software packages. It can be downloaded and used completely free of charge for any purpose.

Microsoft (MS) Office can be purchased from the university at discounted student rates. Please visit the WSU Software Clearinghouse at the website below: (locate – PC users: *Office Standard 2007 Suite MAC users: Microsoft Office 2004 for Mac Standard Suite*): http://clearinghouse.wayne.edu/

If you need personal assistance with the technology to maneuver Blackboard or to submit course assignments can be found in the Educational Technology Center, in room 114 in the College of Education. Dr. Stephens is also available, with notice, to assist you.

**Required Text(s):**

**Additional References:** See Suggested Reading list at the end of this syllabus.

**Class Schedule** There are no real-time meetings planned by the instructor.

**Class Policy** [regarding reading, class participation, submission of assignments, etc.]:
1. All assignments must be typed and prepared according to format and instructions provided. Careful attention should be given to sentence structure, grammar and spelling.
2. APA format is required except where noted.
3. All assignments must be turned by the due dates.
4. All submitted work must be the original work of the student.
5. Class participation is required. For Project 2, you are expected to fully collaborate with your assigned group to complete the assignment. All collaboration activities are to take place in our BlackBoard course site. You cannot fully participate if you do not frequently check the BlackBoard site. Your visits will be tracked and this may affect your final grade.

**General Note on Grading**
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

**Withdrawal Policy**
Please review the university’s Withdrawal Policy at: http://reg.wayne.edu/students/policies.php

**Grading System:**

**Final Grading Scale is as follows:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>195-200</td>
<td>A</td>
</tr>
<tr>
<td>189-194</td>
<td>A-</td>
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<tr>
<td>183-188</td>
<td>B+</td>
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<tr>
<td>177-182</td>
<td>B</td>
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<tr>
<td>171-176</td>
<td>B-</td>
</tr>
<tr>
<td>164-169</td>
<td>C+</td>
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<tr>
<td>146-151</td>
<td>D</td>
</tr>
<tr>
<td>139 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Course Projects**

**PROJECT 1 (40 points)**

**Related Course Objectives:**
- Explore how Career and Technical Education principles were incorporated by Booker T. Washington into his philosophy.
• Examine Booker T. Washington’s influence on Career and Technical education in America.

RESPONSES: As a class, we will read the text, *Up from Slavery*, by Booker T. Washington. We will discuss this text through an online discussion board in BlackBoard. Students will submit related postings (RESPONSES) to forums as directed by the instructor. These postings must contribute directly to the topics or generates a discussion on a related topic. Discussions may also be supported by information listed on the Suggested Reading List. Evaluation criteria and other information is in our Blackboard site.

REACTIONS: Students will post reactions to the postings described above. These postings must contribute directly to the topics or generates a discussion on a related topic. REACTIONS may also include issues related to the Suggested Reading List. Evaluation criteria and other information is in our Blackboard site.

All activities for Project I must be completed on or before January 20, 2014.

Project 2 (40 Points): Principles of Career & Technical Education Best Practices

Related Course Objectives:
• Identify the foundational principles of Career and Technical Education in practice across America.
• Describe current CTE programs, practices and objectives.

As a member of a team, each student will examine a set of CTE Principles to create current definitions of the term and identify Best Practices of each principle as practiced in CTE programs across America. The list and group assignments are in Blackboard. Teams are to collectively create a definition for each term and identify empirical support for the definition. Meaning, you will search scholarly journals to find support for your definition. Then, each team will identify Best Practices of CTE programs where the principle is practiced. This information will be posted on a class Wiki. Specific details, instructions and evaluation rubrics are contained within BlackBoard. This project will also be peer-reviewed. Due: January 20, 2014

All activities for Project 2 must be completed on or before February 10, 2014.

Project 3 (20 Points): Key Points in the History of Career & Technical Education

Related Course Objectives:
• Examine the significant political, social and legislative events that influence the direction of CTE in the nation.
• Articulate the beliefs and principles of key theorists and philosophers in CTE and their premises for vocational education.

There is much to learn about the History and Principles of Career and Technical Education. So that CTE 6010 students have options, students will complete a self-selected research and writing project. Students will write one (1) 3-5 page papers related to an aspect of the History of CTE in each of the following areas: Federal Legislation Focus & Philosopher Writing Focus

Note: Each paper has a unique assessment rubric. These are listed in the Instructions & Assessment Rubric folder. Each paper is valued at 10 points.

In this project of CTE 6010: History and Principles of Career and Technical Educations, students will research and write two (2) 3-5 page papers related to the following:

1. Federal Legislation Paper: Students have the option of selecting one of the following CTE legislative Acts. Write a 3-5 page paper that analyzes how the legislation impacted the field of Career & Technical Education. The papers should satisfy the rubric identified in Blackboard. APA format is required.
2. **Philosophy Paper** Students have the option of selecting one of the following of the philosophers below. Write 3-5 page paper(s) to critique his philosophy of Career and Technical Education and its impact on Career & Technical Education. The papers should satisfy the rubric identified in Blackboard.

**Federal Legislation Paper:** Students have the option of selecting one of the following CTE legislative Acts. Write a 3-5 page paper that analyzes how the legislation impacted the field of Career & Technical Education. The papers should satisfy the rubric identified in Blackboard. APA format is required. *(The 3-5 page paper is valued at 10 points.)* Please submit to SafeAssign no later than: **Due: February 24, 2014:**

2. The Smith-Hughes Act of 1917
3. The Vocational Education Act of 1946
4. Vocational Education Act of 1963 & Vocational Education Amendments of 1968
5. Career Education Incentive Act of 1978

**Philosophy Paper:** *(10 Points)* Students have the option of selecting one of the following of the philosophers below. Write 3-5 page paper(s) to critique his philosophy of Career and Technical Education and its impact on Career & Technical Education. The papers should satisfy the rubric listed in Blackboard. APA format is required. *(The 3-5 page paper is valued at 10 points.)* Please submit to SafeAssign no later than: **Due: February 24, 2014:**

1. John Dewey
2. Charles Prosser
3. David Snedden
4. W.E.B. DuBois
5. Dale Parnell
6. W. Norton Grubbs

Your paper should satisfy the following rubric. Please submit to SafeAssign no later than: **Due: February 24, 2014.**

**Project 4 (40 Points):** In this project of CTE 6010: History and Principles of Career and Technical Education, students will research one of the following topics and create a Prezi presentation for view and comment/reactions in a discussion forum:

- Leaders in Career Technical Education
- The Impact of the Educational Reform on CTE

**Project 4 is due on March 17, 2014**

**Project 5- (40 points)** as a member of a team, each student will explain the CTE organizational structure at federal, state and local level.

**Project 5 is due on April 1, 2014**

**Project 6- (20 points)** students will create a History of CTE timeline.

**Project 6 is due on April 14**

**Suggested Reading List**

NOTE: Many of these are available in the Purdy-Kresge Library. However, if you check out one, then that means it is NOT available to your classmates. Please be mindful of this and return the book as soon as possible. I did not want to place the items on reserve because then students would not be able to remove them from the library. Please return...
the materials promptly. You may also use email, via our course Bb site, to find out who has what. There is also a Persistent Link document in our Blackboard course site containing direct links to many of these documents online.

Association for Career and Technical Education (February 2002). Celebrating 75 Years of Success, Techniques, V77 n2 p19-45.
Baker, Shirley. The Impact of the Civil War on Vocational Education. ERIC Document: ED321073.
Department of Vocational and Technical Education.
Diehl, William. Hoffinger, Alex. Weisstein, Ephraim. (Dec. 2002). At the Center or the Margin: Massachusetts' Experience Under the School-to-Work Opportunities Act. Phi Delta Kappan 84 (4), 280-8
Hayward, Gerald C.; Benson, Charles S. Vocational-Technical Education: Major Reforms and Debates 1917-Present. ERIC Document: ED369959
Lakes, Richard D. Historical Inquiry in Vocational Education. ERIC Document: ED265353
Nasaw, David. Schooled to Order, A Social History of Public Schooling in the United

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The times they are a-changing. (2002, Feb.). American Vocational Association, Inc. (Vol. 77, i2, p. 32(6)). Article A83516635.


Walters, Norma J. The definitions, purposes and objectives of federal funded vocational education through the various vocational acts 1917-1976. ERIC Document: 267298.


Wentling, Rose Mary.; Waight, Consuelo Luisa. (1999). Barriers that hinder the successful transition of minority youth into the workplace. Journal of Vocational Education Research 24(4), 165-83


