Syllabus for CTE 400 / 500
Principles and Philosophy of Career and Technical Education

Instructor Information:
All questions or comments should be emailed to cooperating instructor at CTECertificate@email.arizona.edu.
Office: Saguaro Hall 205
Phone: (520) 621-1523

For enrollment questions please contact The University of Arizona Outreach College at (520) 621-7724 or http://outreachcollege.arizona.edu/about-oc/contact-us.

Description:
Understanding the historical social and economic values of career and technical education through investigation of federal laws, and state policies. As well as, developing a symbiotic philosophy with administration, theories, and principles in mind in regards to programs in the secondary school.

Course Objectives and Expected Learning Outcomes:
Course purposes
Develop the ability to identify and effectively utilize the unique characteristics and activities associated with career and technical education. Develop an overall philosophy of career and technical education that is based upon principles and practices that have proven successful over time.

Course objectives
1. Describe the role of career and/technical education in the total world of work.
2. Describe the size and scope of career and/technical education programs in Arizona and the nation.
3. Compare general, academic and career and technical education.
4. Recognize the need for career and/technical education in Arizona and the nation.
5. Analyze various philosophers who have impacted career and technical education.
6. Discern the basic principles of career and/technical education.
7. Distill the basic objectives of secondary school vocational education in agriculture.
8. Articulate the purposes of experiential education programs in agricultural education.
9. Recognize the impact a community has on local program success.
10. Articulate the behaviors and disposition of a career and technical education professional.
11. Consider alternative views and perspectives of and for career and technical education.
Location and Times:

*Location:* All coursework will be delivered online via Desire to Learn (D2L) Learning portal; www.d2l.arizona.edu.

*Time:* This is a self-paced, 2-unit course, which the intention of 30 hours of work consisting of course readings, PowerPoint’s, quizzes, and assignments.

Grading Policy:
The standard University grading scheme will be used for this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module: Topic</th>
<th>Points</th>
<th>CTE 400 (Undergraduate) % of total grade</th>
<th>CTE 500 (Graduate) % of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: History of CTE</td>
<td>100 points</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Module 2: Principles of CTE</td>
<td>100 points</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Module 3: Perkins Funding</td>
<td>100 points</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Module 4: Philosophy of CTE</td>
<td>100 points</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>100</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400 points</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Texts
While no texts are required, students will find the following online resources useful:

1. University of Arizona Libraries: [http://www.library.arizona.edu/](http://www.library.arizona.edu/)
   Off-campus students can login with a VPN to access subscription services to journals and other media.
3. The Career and Technical Education Research (CTER) journal (previously Journal of Vocational Education Research)
The University of Arizona has an institutional subscription to this publication.


Required or Special Materials
Students will need access to computers and the Internet to be successful in this course.

Required/Recommended Knowledge
Students should have basic English language speaking, reading, and writing skills in order to be successful in this course.

The Arizona Board of Regents’ Student Code of Conduct
[http://web.arizona.edu/~policy/threatening.pdf](http://web.arizona.edu/~policy/threatening.pdf), ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.web.arizona.edu/~policy/threaten.shtml](http://policy.web.arizona.edu/~policy/threaten.shtml).

Special Needs and Accommodations Statement
Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, [http://drc.arizona.edu](http://drc.arizona.edu). You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

Student Code of Academic Integrity
Students are encouraged the share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity).

Confidentiality of Student Records
Refer to [http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.