Foundations of Career and Technical Education (INDIVSTU 4159/5159)

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jennifer Anderson</th>
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<tbody>
<tr>
<td>Phone</td>
<td>319-273-2166</td>
</tr>
<tr>
<td>Office hours and location</td>
<td>Office hours by appointment</td>
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<tr>
<td></td>
<td>305 Curris Business Building</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:Jennifer.anderson@uni.edu">Jennifer.anderson@uni.edu</a>*</td>
</tr>
<tr>
<td>Class Delivery</td>
<td>Online / Blackboard Learn</td>
</tr>
<tr>
<td>Preferred Communication</td>
<td>I will primarily communicate with students via email. Email to request appointments by phone or Zoom. * Preferred mode of contact is by email</td>
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Course Information

Course Description
Foundations of Career and Technical Education provides a historical perspective of how career and technical education has evolved in society and education. This course looks at the different influences and factors that have contributed to CTE and how CTE has changed throughout the years. Topics include federal and state legislative initiatives, CTE organizations, and the impact of educational reform on Career and Technical Education and workforce development.

Credit Hours
Foundations of Career and Technical Education is a 2-credit hour course. The aggregation of time on tasks, assignment, and interactions in an online course will reflect rigor and expectations equivalent to the federal definition of the credit hour—15 hours of direct faculty instruction and a minimum of 30 hours of out-of-class student work for each credit hour awarded.

Learning Objectives
University Level Outcomes

- **Critical Thinking**
  Students will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**
  Students will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**
  Students will demonstrate discipline-specific knowledge and skills in their major fields of study.

Program Level Objectives

- Students will apply their knowledge to create engaging career-related lessons.
- Students will plan instruction that supports every student in meeting rigorous learning goals.

Course Level Objectives

Upon completion of this course, students will be able to:

- Summarize the history of vocational education. (CO 1)
- Identify ways to increase non-traditional students in the CTE classroom. (CO 2)
- Examine the factors and trends impacting CTE. (CO 3)
- Describe how to implement a Program of Study. (CO 4)

Course Prerequisites

None. Technology skills required are listed under “Technology Requirements.”

Course Outline

Lesson 1 - Early CTE in America
Lesson 2 - Leaders Who Influenced CTE Curriculum Development
Lesson 3 - Impact of Land-Grant Institutions on CTE
Lesson 4 - Factors that Influenced CTE Development
Lesson 5 - Legislative History and the Changing Workforce
Lesson 6 - History and Trends in Community Colleges
Lesson 7 - Participation of Women in CTE
Lesson 8 - Participation of Underrepresented Students in CTE
Lesson 9 - CTE Instructional programs and Teachers
Lesson 10 - Development of CTSO’s
Lesson 11 - Connecting with the Next Generation
Lesson 12 - Globalization of CTE
Lesson 13 - Issues and Trends Impacting the Growth and Future of CTE
Lesson 14 - CTE Agents of Growth

Course Requirements and Evaluation Methods

Course Materials

Instructional Methods and Evaluation of Performance
This course is a guided independent study (GIS) course which means that you can enroll anytime, work at your own pace, and finish within nine months. The course is divided into units. Each unit includes the unit objectives as well as Topics, Resources, and Evaluation.

Topics
The Topics section includes a list of topics that will be discussed in the unit.

Resources
Resources include the readings for each unit which includes chapters from the books and/or selected articles. Required videos for viewing may be found here as well.

Evaluation
At the end of each unit, you will take a multiple choice quiz over the unit’s material.

Strategies for Formative Assessment
Formative assessments are labeled “Practice Questions” and may be found under “Evaluation” for each unit. The practice questions are not graded. If you are able to answer the questions, you are ready to move on. If you are unable to answer the questions, you may need to review the material again.

Evaluation Methods
Graded assignments for the lessons can be found in the Evaluation folder within each lesson folder. Each unit will end with a multiple choice quiz. The final exam
will become available to you after all lesson quizzes have been completed. The final is comprehensive and uses a short answer/essay format.

**Determination of Grades**

Points are assigned to each assessment and will be posted in My Grades of the tools link on the Blackboard website.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>End of Lesson Quizzes</td>
<td>415 points</td>
</tr>
<tr>
<td>Journals</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>85 points</td>
</tr>
<tr>
<td></td>
<td>550 total points</td>
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The total points are figured into a percentage, and the grade is determined by the Grading Scale. Students are expected to monitor their own grades on Blackboard and save all graded work on their own computer. Grades will be reported using the following scale:

<table>
<thead>
<tr>
<th>Grading scale</th>
<th>Points</th>
<th>Points</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>233 - 250</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>225 - 232</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>218 - 224</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>208 - 217</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
<td>200 - 207</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
<td>193 - 199</td>
</tr>
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**Approved Statements for Non-discrimination and Accessibility**

**Office of Compliance and Equity Management**

The University of Northern Iowa does not discriminate in employment or education. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](#) for additional information.
Student Accessibility Services
The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or send an email to accessibilityservices@uni.edu. Visit Student Accessibility Services for additional information.

Diversity and Inclusion Statement
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Academic Integrity
To ensure academic integrity and to follow UNI policies on Student Academic Ethics (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams individually, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

Course Communication and Technology

Online Component
This course is completely an online utilizing Blackboard for instruction, materials, and communication. This online component can be accessed through the UNI Blackboard Learn website.
All of the handouts and information for this course will be available in Blackboard. Students are advised to check the website and their email for communication. Any changes to the course syllabus or schedule will be announced through Blackboard. Assignments are due as specified in the course schedule and on the course Blackboard page in Blackboard. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the Blackboard Learn Help website.

Communication with Instructor
I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone or Skype. Send personal concerns to
me to my UNI email address and request appointments with me if you prefer to discuss concerns and questions live by phone or Skype rather than in an email. Generally, it will take me up to 24 hours to respond to emails, except on the weekends where it may take up to 48 hours. I will provide feedback on assignment submissions only as needed, and I will do this as well as grade within two weeks of the submission.

**Attendance, Late Work, and Makeup Work**
See UNI [Policy on Class Attendance and Makeup Work](#)

**Online Netiquette and Classroom Civility**
Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email.

Finally, read [Albion’s Core Netiquette Rules](#) and always remember to address your professor and other students in a respectful manner.

**Technology Requirements**
Having reliable equipment and a dependable internet connection is important in online courses. The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:
- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support Blackboard and users can have trouble opening files)
- YouTube, setting videos to "unlisted" in order to share links
- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

**Technical Support**
If you experience any technical problems, do **not** contact the instructor. Please contact the [Office of Continuing and Distance Education](#) at 319-273-7740 (local), 800-772-1746 (toll-free) or cesp-consult@uni.edu.

For course support, M-F, from 8 a.m. - 4:30 p.m.