I. COURSE DESCRIPTION
An overview of the history of career and technical education and the principles, philosophy and practices developed throughout that history

II. RATIONALE
This is a basic course for career and technical educators in trade and industrial, health occupations and Career Guidance. It identifies purposes and structure of general and career and technical education; development of career and technical education in the United States; need for career and technical education; organizational structure of career and technical trade and industrial education; financial support and administration of career and technical trade and industrial education; professional qualifications of instructors of trade and career and technical industrial classes; and current trends and legislation in career and technical trade and industrial education and their effects on present and future career and technical trade and industrial programs.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
Students in the Occupational Training and Development program will demonstrate the State adopted proficiencies through:

1. Working knowledge of the subject matter applicable to the program assigned
2. Staying abreast of the knowledges and competencies applicable to each individual field of expertise
3. Participate in applicable professional development activities and collaborate with colleagues within their assigned field of expertise
4. Communicates with community members and others within their field of expertise about program effectiveness

IV. STUDENT LEARNING OUTCOMES
Students in the Occupational Training and Development program will:

1. Demonstrate personal characteristics of the successful occupational instructor; (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
2. Demonstrate professional qualities of the successful occupational instructor; (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
3. Demonstrate instructional strategies to enhance student achievement and growth in the occupational environment. (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
V. **TExES COMPETENCIES**

A. Pedagogy related information related to the non-traditional classrooms and laboratories.

B. See exam standards for the PPR-TIE #170 for Trade and Industrial teachers.

C. See exam standards for the PPR #130 for Health Science Technology teachers.

VI. **COURSE OBJECTIVES AND OUTCOMES**

This course is designed to enable students to:

1. Describe the concept of career and technology education.
2. Explain why career and technical education is needed, how this need developed, and how emerging needs are being met.
3. Develop a personal philosophy of career and technical education that is consistent with local and state and national concepts of career and technical education.
4. Identify and describe the characteristics of the populations served by the secondary schools.
5. Identify career and technical education program support and service areas and explain how they serve the various populations.
6. List the staffing qualifications and opportunities for professional development.
7. Explain current Federal influences on career and technical education.
8. Explain current State influences on career and technical education.
9. Discuss the linkage of career and technical education and general education.
10. Determine procedures for developing school-community linkage for career and technical education.
11. Summarize the delivery systems of career and technical education and training.

VII. **COURSE TOPICS**

The major topics to be considered are:

1. Concept of career and technical education
   A. Purposes of career and technology education
   B. What makes education career and technical
   C. Definition of career and technical education
   D. Sixteen theorems of career and technical education
   E. Contribution of career and technical education to the broad purposes of education
2. Why career and technical is needed and the evolution of career and technical education
   A. Needs of a democratic society
   B. Needs of Youth
   C. Historical development
   D. Foundations of current career and technical education

3. Developing a personal philosophy of career and technical education
   A. Local school philosophy of education
   B. National, State and local expressions of philosophy and mission of career and technical education
   C. Personal philosophy of career and technical education

4. Populations served by secondary career and technical education
   A. Regular students
   B. Disadvantaged students
   C. Handicapped students
   D. Gifted and talented students
   E. “At risk” students
   F. Out of school youth
   G. Adults

5. Career and technical program support and service areas at the secondary level.
   A. Trade and Industrial
   B. Health Science Technology Education
   C. Agriculture
   D. Family and Consumer Sciences
   E. Business education
   F. Marketing Education
   G. Technical Education
   H. Industrial Technology/Technology Education
   I. Counseling and Guidance

6. Instructor Qualifications and Professional Development
   A. College preparation programs
   B. Occupational experience and professional development
   C. Texas Professional ethics for teaching
   D. Professional organizations
   E. Continuing professional growth and development

   A. Carl Perkins vocational
   B. Civil rights regulations
   C. Handicapped student regulations
   D. Funding implications
   E. Integration of basic academic skills into vocational education
8. State Influences on career and technology education
   A. State Board for Vocational Education
   B. State plan for career and technical education
   C. Master Plan for career and technical education
   D. Regional “Quality Workforce” planning
   E. Accountability and compliance requirements
   F. Integrating basic academic skills and higher level thinking skills into career and technical education.
   G. Funding

9. Linkage of career and technical and academic education
   A. The domains of learning and the level of learning
   B. Applied math, science, language arts, social studies, the psychomotor level of learning
   C. Relationship to fine arts, physical education and other programs

10. Developing School-community linkages for career and technical education
    A. Advisory committees
    B. Public relations
    C. Community service

11. Delivery systems of career and technical education
    A. Cooperative training
    B. Pre employment laboratory training
    C. Clinical rotation training
    D. Combination programs
    E. Articulation programs
    F. 2 plus 2 programs
    G. 2 plus 2 plus 2 programs

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction for this course will include traditional experiences, such as lecture/discussion and demonstration by the instructor and students, guest speakers, and video presentations. Students will also participate in cooperative groups, student demonstrations, and oral presentations.

IX. EVALUATION AND GRADE ASSIGNMENT
See attached Course Schedule and Course Requirements.

X. COURSE SCHEDULE AND POLICIES
See attached Course Schedule and Course Requirements.

XI. TEXTBOOKS


Texas Administrative Code, Title 19 Education, Part 2 Texas Education Agency Web site:  [http://info.sos.state.tx.us/](http://info.sos.state.tx.us/)


Texas Education Code Web site:  [http://www.capitol.state.tx.us/statutes/edtoc.html](http://www.capitol.state.tx.us/statutes/edtoc.html)

State Board of Educator Certification Web site:  [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)

State Board of Education Web site:  [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)

### XII. COURSE POLICIES

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Preferred methods of scholarly citations**

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).
Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS