

Syllabus
EOCS 6010
Foundations of Work & Family Life Education



John W. Schell, Ph.D.
Department of Workforce, Leadership & Social Foundations
706-542-4206

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Introduction

Education of our students for work and family life is central to full their enjoyment and participation in modern American democratic life. It falls to us, as Career and Technical Education (CTE) teachers in collaboration with our academic colleagues to teach the skills, knowledge, and attitudes that promote vocational, academic and lifelong-learning skills. Our journey this semester will take us back to our profession's historical roots and foundational philosophies. On this excursion will we will encounter the very structure of our profession of teaching in CTE. Additionally, we will trace the development of today's CTE programs.

Course Description

In this course we will explore the impacts of technology, current labor market trends and social movements on our work and family lives. A central focus of our profession is teaching for full participation in the workplace, in the home, and as an active participant in our democratic society. An educated population is our best hope to perpetuate our democracy. However, democracy is only practical when it is supported by an informed electorate who are knowledgeable of the social complexities of the day. Malcolm Forbes once said: *"Education's purpose is to replace an empty mind with an open one."* In this class we will explore ways to encourage children and adults to proactively fill up their minds becoming more productive at work, and engaged in family life and more involved in the democratic process.

Objectives

My initial objectives for this class are the following:

1. Introduction to the concept of Workforce Education.
2. Explore the history of Career and Technical education.
3. Identify and inspect significant legislation and reform acts that have impacted on Career and Technical and workforce education.
4. Examine the philosophies supporting workforce education.
5. Study the main delivery systems for Workforce Education (including Career and Technical student organizations).
6. Examine a variety of workforce education service areas including: Trade and Industrial Education, Technical & Mechanical Education, Business & Marketing Education, Health Care Education, Occupational & Home Economics Education, Agriculture Education, and Vocational Special Needs Programs.
7. Explore the nature of integrated Career & Technical Education with Academic Programs.

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As the semester progresses you will probably find additional areas that capture your imagination. Please share these interests with me so that I can assist you in the learning process and perhaps include more information on those topics in class discussions.

WebCT

A website for this class has been developed. You can visit that site at <http://webct.uga.edu>. From this screen you enter your MyID Username and Password. Then you can access the course by clicking on EOCS 6010. The WebCT site contains the syllabus, all course materials, class presentations, readings, a bulletin board, a chat room, and many other features.

Each week following class, I will put some questions for your consideration on the WebCT bulletin board. I expect you to comment on the readings and the respond to the questions about the reading. Please post additional questions so that other members of the class can respond to them. The point is to promote discussions of the readings and class presentations that will help our learning. I expect each person to post at least 10 messages on the bulletin board during the semester. (That number does not include such brief comments as “Yes, I agree/disagree!”). You must actually make a meaningful contribution to the conversation and back it up with scholarly information.

Course Topics

Following is a chart that displays the tentative schedule of classes, topics and readings for the class. All readings, PowerPoint Presentations and class activities are downloadable from the WebCT.

Class	Topic
1.	Course Introduction & Syllabus Overview
2.	The Modern Workplace <ul style="list-style-type: none">• Workplace trends• Globalization• Outsourcing American jobs
3.	What is the Purpose of Career & Technical Education?

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4.	Educational Philosophy of Career & Technical Education <ul style="list-style-type: none">• Perennialism -- Idealism• Essentialism -- Realism• Progressivism
5.	<ul style="list-style-type: none">• Reconstructionism• Existentialism• Behavioral Engineering
6.	Toward a Philosophic Practice
7.	Overview of Modern Career & Technical Education Programs
8.	History of Career & Technical Education <ul style="list-style-type: none">• European & Early American Influences
9.	<ul style="list-style-type: none">• History of CTE -- 1776 to 1826
10.	<ul style="list-style-type: none">• History of CTE -- 1826 to 1876
11.	<ul style="list-style-type: none">• Agrarian to Industrial Ages -- (Post 1876)
12.	<ul style="list-style-type: none">• Industrial to Post Industrial Eras -- (1900 to Postmodern Era)
13.	Recognizing the Contributions of Ethnic Groups & Peoples of Color
14.	Student Organizations in CTE
15.	Federal Workforce Legislation & Programmatic Trends

Resources

The resources for this class have been posted on the WebCT site. Other resources will be provided periodically throughout the semester. There is no specific textbook for this class.

An additional resource has been created for this class in the form of a History of CTE website. It has been created by Dr. Schell and the work of previous students in this class. That website can be accessed through the WebCT "Links" page or by accessing: www.arches.uga.edu/~jschell/history.

Assignments

Your assignments for this semester are to: (a) participate in class electronic discussions, (b) create a personal philosophic stance for CTE, (c) reflect on a historical event or person that has impacted on the CTE profession, and (d) serve your community through a service project. Here are the details of your assignments. **Important note: work will only be accepted on the WebCT Assignment Page. Do not post assignment on my personal e-mail account or on the WebCT bulletin board or mail systems.**

Assignment #1: Post at least 10 meaningful comments on the bulletin board where thought & reflection questions will be posted weekly. Please exercise your best scholarship on the bulletin board by backing up your position with information from the professional literature. 100 points.

Assignment #2: Create a written statement of educational philosophy. It is important that you base your professional practice on a solid philosophical foundation (it does not matter which one you choose). Use formal APA format and your very best writing skills. This 5 page double spaced paper will: (a) articulate your philosophic position of choice including your views of epistemology, metaphysics, , (b) provide scholarly and personal justification for your chosen philosophic position, (c) present illustrations of how your philosophy is carried out in your instructional practices, and (d) speculate on how your philosophy might change in the future. I recognize that many class members are just starting into the teaching profession. If that is your case, base your philosophic position on some type of instructional work that you have accomplished in the past. *See the rubric for this work that is posted on the WebCT Assignments page.* 200 points.

Assignment #3: Create a reflection paper on the importance of a selected historical person, event, or movement that has impacted on the profession of CTE. A list of historical people, events, and movements has been posted on the WebCT site to assist you in making a choice of topic. Use formal APA format when you cite scholarly sources. This 10 page double spaced paper will: (a) describe the selected historical person, event, or movement that you have

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chosen, (b) name the philosophic home for this person, event, or movement, (c) describe the impact of this event, person or movement had on CTE. *See the rubric for this work that is posted on the WebCT Assignments page.* 200 points.

Assignment #4: Create a 15 minute presentation on the area CTE that you currently or will teach. The presentation will be given near the end of the semester and it may be a coloration of 3 or more people who represent a CTE area. The presentation will include: (a) a brief description of your area and example courses and topics, (b) current issues that are impacting on your area, (c) your recommendations for policies and practices that will improve CTE learning and teaching in your area. If you are not currently a CTE teacher, I will pair you up with an experience teacher(s) in your intended area. Create a PowerPoint and appropriate handouts to support your presentation. *See the rubric for this work that is posted on the WebCT Assignments page.* 100 points.

Assignment #5: Service Project. You cannot claim to have an educational philosophy until you take action on it. Using one of the educational philosophies described in the class, (or other creditable source) design a small service project that will improve workforce education in your community. A service project is defined as an endeavor that enables education through your voluntary efforts. Your Service learning project can be accomplished by a team of your colleagues as long as everyone contributes to the final product. In fact, I encourage you to collaborate with your classmates.

An example project might be conducting a fund rising activity for business education at a local high school or technical college. Someone else might want to find a way to use an industrial context so that local high school students might raise money for the homeless. Others might want to provide Thanksgiving Dinner for those not with family. Still others might work on a Habitat for Humanity housing project. As you can see, there are many possibilities here. What I am asking you to do is to live your philosophy and reflect on its meaning in your life.

Your assignment will be in the form of a written (approximately 5 pages) & oral report on your service learning project. Be sure to specify a specific philosophy that guides your project. A specific rubric for this assignment is provided on the WebCT site. 200 points.

A total of 700 points are possible assuming full credit for all work submitted.

Grading

Consistent with my educational philosophy, I am more concerned with what you learn than your performance on an examination. Therefore, the grading will be based on rubrics established for each assignment. The Grading scale for this course is:

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A = 100 to 91%

B = 90 to 81%

C = 80 to 71%

D = 70 to 61%

F= below 60%

Attendance

This is a reading, acting and reflection class. To make the most of it, you must be in class or participate in the on-line sessions. My policy on attendance is as follows: Over the course of the semester, you may miss 1 class with no questions asked. With your second unexplained absence, you will be docked one letter grade. Each subsequent unexplained absence will also result in a letter grade loss.

Of course there are, at times, good reasons to miss class. Personal illnesses, or severe illnesses among your family members can be exceptions. Also, attendance at professional meetings is another possible exception. I also am open to alternative forms of class attendance. Each of these exceptions will need to be discussed with me in advance of any absence. So, Be There or Be Square!!

Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found (until August 22) at:

http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm

The link after August 27 will be:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Informed Students Want to Know

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Examinations

There are no examinations associated with this class.

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Contact Information

You will have the best luck at reaching me by contacting me on e-mail. My e-mail address is jschell@uga.edu. You can also contact me on the WebCT site via the bulletin board or with private mail. My office telephone number is 706 542-4206.