EOCS 6010

Foundations of Work and Family Life Education

Semester: Spring 2003 **Dates:** January13 - April 28 (no class March 17 because of Spring Break)

Meeting Room: 63 Rivers Crossing Bldg and Distance Learning Lab at Gwinnett Center
Times: 4:30 - 7:15

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Required Readings: Textbook entitled: *Overview of Career and Technical Education (second edition).* Authors: Scott, J. L., & Sarkees-Wircenski, M. Alsip, IL: American Technical Publishers, Inc.

Lynch, R.L. (2000). *New Directions for High School Career and Technical Education in the 21st Century.* Information Series No. 384, ERIC Clearinghouse on Adult, Career, and Vocational Education. Order Form ERIC at 800.848.4815 or http://cete.org/products. A copy is available on the web in pdf at www.ericacve.org/mp_lynch_01.asp

History of Career and Technical Education Web site at www.arches.uga.edu/~jschell/history/

Supplemental Readings and Resources:
Georgia Department of Education. (1999). *Standards and Guidelines for Work-Based Learning Programs in Georgia.* Author: Cliff Smith, The University of Georgia. Available at www:doe.k12.ga.us/edtech/programs.html

Georgia Department of Education (2001) *Diversified Cooperative Training Curriculum Guide and Coordinator's Handbook.* Author: John L. Scott, The University of Georgia. Copies made available at each learning site and the Georgia Department of Education Web site soon.

Georgia Department of Education Website at www.doe.k12.ga.us/edtech/programs.html

Georgia Department of Technical and Adult Education website at wysiwyg://62http://www.dtae.ogr/

Kincheloe, J. L. (1999) *How do we tell the workers? The socioeconomic foundations of work and vocational education.* Boulder Colorado: Westview Press

Occupational Studies Library Resources and Resources from Dr. Scott

COURSE OVERVIEW

This course is an overview of career and technical education, formerly known in the field as vocational education. Career and technical education is the primary system through which youth and adults are prepared to enter competitive employment and begin their journey in lifelong learning. Career and technical programs are designed to assist individuals in exploring career options and developing the academic and occupational skills required for work in all segments of American society. Since the dawn of civilization a primitive form of work preparation has existed in the family when children learned from their parents and immediate and extended families. It is particularly fitting that this course addresses the effects of family on preparation for work. A review of the history of career and technical education is an exciting study, one that will help educators comprehend more fully the inner workings of the field.

This course provides content about the origin and early forms of education for work; the various experiments for including education for work into the schools of Europe; the introduction of apprenticeship into colonial America; the development of education for work in the schools prior to passage of the Smith-Hughes Act of 1917; career and technical education for nonwhite Americans; the evolution of federal legislation that has shaped career and technical education; an overview of career and technical student organization and the roles they play as an integral part of a quality career and technical education program; the philosophical underpinnings of career and technical education; and the trends and issues affecting career and technical education today.

COURSE OBJECTIVES

After receiving instruction through a variety of learning experiences students will be able to:

* Identify current trends and issues in work force development and work-based training
X Describe current strategies for preparing people for work in the United States
X Describe the requirements for initial certification and employment as a career and technical educator
X Describe the purposes, settings, curriculum, and components of career and technical education
X Describe the essential principles and characteristics of effective career and technical education programs
X Identify and describe the major career and technical education programs at the middle school, highschool, and postsecondary technical college levels
X Describe the role pf primary institutions and agencies providing career and technical education
X Describe the responses of career and technical education to the increasingly diverse and multi-cultural nature of society
X Trace the evolution of learning how to work through the ages
X Describe the various experiments for introducing education for work into the schools of Europe and how these experiments later shaped career and technical education programs in America

X Describe early forms of education for work in colonial America
X Describe the major events in the development of career and technical education for nonwhite individuals.
X Describe the evolution of federal legislation and how various acts impacted career and technical education of nearly 100 years
X Describe the effects of philosophical, economic and sociological factors on our present and emerging system of career and technical education
X Describe the mission, purposes, activities, and services of career and technical student organization
X Develop a sound philosophy for a chosen career and technical education program
X Discuss reform of career and technical education of the 1980's until today
X Describe the trends and issues that are impacting career and technical education today
X Develop materials that can communicate to others what career and technical education is and why it is a vital part of the education of all Americans.
X Describe the organization, mission, and services of the Association of Career and Technical Education (ACTE)
X Describe the organization, mission, and services of other professional associations of organization associated with Career and Technical Education.
X Utilize the internet as a major resource in describing career and technical education programs.
X Develop strategies for engaging business and industry as full partners in workforce education.
X Respond to both oral and written questions about the field of career and technical education

INSTRUCTIONAL PRACTICES

The class will make use of a variety of instructional practices including cooperative group learning and presentations, field-based interviews and reports, topical papers and reports, article reports, portfolio development, guest presentations, illustrated lectures, videos, computerized instruction, and feedback sessions.

COURSE ASSIGNMENTS

Introduction Paper

Each student is to develop a one to two page introduction paper describing their current view of career and technical education, their involvement in the field if any, their plans for becoming a career and technical educator, and their expectations for learning in this course. This assignment will not be grades but it must be done and included in the portfolio in order to earn full points on the portfolio assignment.

Article Reports

Complete reports on five journal articles (At least two must be obtained through an internet search and all must be current within the last five years**)** that deal with issues and information regarding career and technical education. These article reports should contain a bibliography reference, a summary of the main points of the author(s), and a personal reaction to the article in terms of its effect or application to vocational/technical education. A copy of the articles should be attached to each article report. These reports should be from one page to no more than three pages. A reflection paper on article reports must be included in the portfolio after the article report section.

Group Presentation Topics

Student will be placed in teams and each team will be able to draw a career and technical education topic out of a box and can trade them with other teams if possible to arrive at final agreed upon topics. Students will research the topic accessing resources from the literature such as articles, chapters in books, research reports, internet articles, etc. and develop a mini research paper and Power Point presentation which is presented to the entire class. A **minimum of three** resources must be used to support the papers.

Each topical paper should be prepared using APA 4th edition for citations and references. The format guidelines should include a 1 inch top , bottom and side margin; double spaced 12 point font type; 5 space paragraph ideation, and appropriate headings. The paper should be approximately 5-10 pages in length (excluding the title and reference page and appendix), and should be submitted in a binder of some type. A completed rubric should be included with each report.

The topical paper should draw on existing research and literature related to your group's chosen career and technical education topic. It should clearly describe the topic and include literature citations in the text. A summary must conclude the topical paper which includes your personal reflection on the topic and recommendations your group members have for implementing ideas described in the paper in your school or program.

A group learning Log is to be maintained by the recorder of each team and copies of each log is to be placed in his or her portfolio along with a listing of team members. (See sample in syllabus) A reflection paper on developing the topical research paper must be included in the portfolio behind the topical paper section.

Team presentation on topical paper.

Your team is to share information about your chosen topic papers in a fifteen to 20 minute Power Point presentation to the entire class. The presentation should utilize modern educational technology and should meet the criteria indicated in the individual presentation feedback form for this assignment. Copies of your research topical paper and outline views of your slides should be given to the class as a handout. You must complete the rubric for team presentations and summarize the feedback information in your reflection papers on topical papers. Copies of your topical paper, outline view of Power Point Slides, the presentation rubric, and reflection papers must be included in your portfolio.

Field-Based Interviews

Each student must conduct two field-based interviews from the five options of (1) a student enrolled in a career and technical education program either at the secondary or postsecondary level, (2) a career and technical teacher in a secondary school or a technical college in a chosen technical program, (3) an employer or training supervisor engaged in a work-based learning program or one that has employed graduates from a career and technical program, and (4) a parent of a student who has been enrolled or is currently enrolled in a career and technical education program, and (5) An administrator who is responsible for career and technical education programs at the secondary or postsecondary level.

Interviewers must develop a list of questions to ask selected interviewees and must keep notes of the interviews that can be used in compiling a qualitative report for each interview. The interview reports should describe who was interviewed (No real names or schools please), interview questions to be asked, results of the interview, a completed rubric for the interviews, and a reflection paper on this assignment. Copies of interview reports, rubric and reflection paper must be included in the portfolio for this course.

Philosophy of Career and Technical Education

Individual students are to prepare a paper 3 - 5 pages in length that articulates their philosophy of career and technical education. The philosophy should be grounded in one or more tenets of major philosophies that affected education such as idealism, realism, pragmatism and existentialism, and should reflect selected tenets of the major educational philosophies such as perennialism, essentialism, progressivism ,reconstructionism, exisatentialism, and behavioral engineering.

Each philosophical paper should be prepared using APA 4th edition for citations and references. The format guidelines should include a 1 inch top , bottom and side margin; double spaced 12 point font type; 5 space paragraph idention, and appropriate headings. The paper should be approximately 3-5 pages in length (excluding the title and reference page and appendix), and should be submitted in a binder of some type. A completed rubric should be included with each report.

Participatory Activities

Regular class attendance is expected and considered part of the participatory grade. A community of learners environment will be maintained in this class which requires that everyone actively participates in class. The classes meet over two hours weekly which means that when students must miss, they will not be contributing to the learning of others nor for themselves. Two points will be deducted from the possible points that can be earned for this section for each unexcused absence.

Midterm Exam (Team Project)

In lieu of a midterm exam over book and course content, you are to form teams of no more than five class members and select a technical program at the secondary or postsecondary level for which you are to develop a web page for a technical program or a power point presentation describing important aspects of the program that can be given to selected audiences such as interested students and parents, civic organizations, or other educators or professional associations. The presentation should include information in the following topic areas: (1) brief history of program, (2) mission statement or purposes, (3) students served (4) description of the content (curriculum) covered in the program, (5)expected student outcomes, (6) instructional setting and environment, (7) CTSO student organization, (8) articulated programs, (9) qualifications of teachers, (10) where similar programs are found, and (11) work-based learning option if available. You are to self- assess your web page or Power Point presentation using the Project rubric for this assignment and include a reflection paper on this assignment in your portfolio.

Final Examination

Each student will complete a final exam that involves responding to two essay questions given a choice of a number of essay items. These items will be representative of the materials presented in their textbook and in class. This is not a take-home exam, nor open book. Students should be able to demonstrate their knowledge gained in class by responding to real-life issues calling for an understanding of career and technical education. The exam items will be formatted as real-life scenarios.

Course Portfolio

Develop a portfolio of all the learning experiences that you have encountered in this course including a table of contents, course syllabus ,course introduction paper, articles and reports, team topical paper, Team paper presentation, field-based interview reports, midterm project, and a section for the final exam to be included. The portfolio should contain a colorful, creative cover, a title page, table of contents, be tabbed and divided by sections, contain information and products of all assignments which includes a reflection paper at the end of each major activity (except the introduction paper), contain an overall course reflection paper, and a listing of handouts that were provided during the course and ones you located in your research (handout should not be included in the portfolio at this time).

COURSE ASSIGNMENT DUE DATES

Since this is a very large class it is necessary to have due dates for portfolio assignments. It is important for students to meet due dates so they don't get behind and so that the professor can score the work in a timely manner. The following schedule should be met by students:

January 13	Introduction of class members and overview of syllabus with selection of grade weights
January 20	Introduction paper
February 3	Article Reports
March 10	Philosophy Paper
March 24	Midterm Project
March 31	Interview Reports
February thru April as Scheduled	Group papers and presentations (papers must bne completed one-week before the presentation)
April 28	Final Exam
May 5	Completed Portfolio

If there should be special circumstances that prevent completion of any assignment on time, students must contact the professor and make arrangements to have the assignment completed no later than one week late unless special arrangements are made. **Failure to complete assignments on time will result in a 2 point penalty on the final course point grading system.**

COURSE EVALUATION

Graduate and Undergraduate Students Choose Weighted Criteria:

CRITERIA	WEIGHT RANGE		ASSIGNED POINTS
Class attendance & Participation	02 - 04	_____	_____
Team Topical Papers	15 - 25	_____	_____
Presentation of Topical Paper	05 - 10	_____	_____
Article Reports	03 - 05	_____	_____
Field-based Interviews	05 - 10	_____	_____
Midterm PP or Web page Project	10 - 20	_____	_____
Course Portfolio	05 - 10	_____	_____
Final Exam	15 - 25	_____	_____
Philosophy Paper	10 - 15	_____	_____
	TOTAL 100%	100%	_____
		Total Pts	100 points

GRADE CONVERSION _____:

90 - 100 A
80 - 89 B
70 - 79 C
60 - 69 D
Below 60 (No Person's Land)

TOTAL POINTS

GRADE: _____

ASSESSMENT SUMMARY

COURSE: EOCS 6010 Foundations of Work and Family Life Education

Instructor: John L. Scott

Student:_____

Quarter Winter, 2003 Score_____ Grade:_____

GRADING SYSTEM

CRITERIA	PERCENTAGE	POINTS EARNED
Readings and Article Reports	_____	_____
Team Topical paper	_____	_____
Team Topic Presentation	_____	_____
Field-Based Interviews	_____	_____
Midterm Project	_____	_____
Philosophy Paper	_____	_____
Final Exam	_____	_____
Portfolio of Course	_____	_____
Class Participation	_____	_____

Suggestions of Future Work:

Topics for Team Papers

Events leading up to the passage of the Smith-Hughes Act of 1917

Early forms of preparation for work in Europe and Asia up to the period of educational reformers

European experiments with preparation for work in schools

Apprenticeship in Europe, in the guilds, in Colonial America and youth apprenticeship programs of today

Overview of Tech Prep Programs with actual working examples

Overview of significant federal legislation including the Smith -Hughes Act of 1917 till the Vocational Act of 1963

The Vocational Act of 1963 with its Amendments until the passage of the Carl D. Perkins Vocational Education Act of 1984

Manpower Legislation from 1962 to the present Workforce investment Act of 1998

Federal Legislation effecting special needs learners from the Smith-Bankhead Act of 1920 to the present

The three Carl D. Perkins Vocational Ac ts of 1984, 1990, and 1998

Goals 2000 Educate America Act,- of 1994, the School-to-Work Opportunities Act of 1984, and the No Child Left Behind Act of 2001

Surfing the web for information about career and technical education

History and Overview of the Association for Career and Technical Education

Overview of Georgia's Secondary Programs of Career and Technical Education

Overview of the Georgia Department of Education Technical College System

Recruiting students for and Marketing Career and Technical Education

Identification of issues and new directions for career and technical education programs

Overview of the history of career and technical education for people of color

Principles and assumptions of career and technical education

Advisory committees and forming business and industry partnerships in career and technical education

The career education movement in America

CTSO's: An integral part of quality career and technical education programs

Expected outcomes for students who complete career and technical education programs and how to document the effectiveness of career and technical education programs

The predominant philosophies of career and technical education from the viewpoints of Prosser and Dewey

QBE/QCC/Core Values/Competencies, and postsecondary standards

Accreditation programs for secondary schools and Technical Colleges in Georgia

Legal and liability Issues in career and technical education.

Changing student and parent's Perceptions of career and technical education programs

The funding and administration of career and technical programs at the secondary and postsecondary levels

The history and development of work-based career and technical education programs

The evolution of manual training, manual labor, industrial arts, and technology education

The current and future workplace and its implications for change in career and technical education

The *Nation at Risk* Report and the vocational educators Response *The Unfinished Agenda* and their effects on career and technical education

The Forgotten Half reports of 1988 and the Forgotten Half Revisited of 1998 and their implications for career and technical education.

The movement toward national standards for the preparation of workers in America.