

COURSE SYLLABUS

The University of Georgia
Occupational Studies - Fall, 2007

Course Title: Foundations of Work and Family Life Education
Course Number: EOCS 6010
Credit Hours: 03
Meets 4.00 hours S
August 18, September 22, October 6 & 20, and December 1

Textbook:
Scott, J. L. & Sarkees-Wircenski, M. (2004). *Overview of career and technical education*. (3rd ed.). Homewood, IL: American Technical Publishers, Inc.

Required Resources
Selected Readings – Posted on WebCT

History of Career and Technical Education Website URL:
<http://www.arches.uga.edu/~jschell/history/>

WebCT site – <http://webct.uga.edu>

Professor: Dr. B. Smith
Office: 215 River's Crossing
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Note: Please use EOCS 6010 WebCT e-mail address for correspondence.

Course Description

This course focuses on teaching in an occupational studies discipline with emphasis on programs that prepare individuals for the workforce. There is an emphasis on historical and philosophical foundations of career and technical education programs. Current initiatives and trends including the globalization of career and technical education will be explored.

Course Format

This course will be conducted using traditional and nontraditional methods of delivery. Traditionally, the course will use lecture, discussion, and small group activities. Nontraditionally, the course will be augmented with on-line, web-based activities.

Course Objectives

1. Define and discuss the purposes, settings, curriculum, and components of career and technical education.
2. Analyze the role of primary institutions and agencies providing career and technical education.
3. Contrast the differences in educational philosophies of John Dewey and Charles Prosser as they affected the development of career and technical education.
4. Assess the effects of philosophical, economic, sociological, and technological factors on our present and emerging system of career and technical education.
5. Identify and illustrate a philosophy for a career and technical education program.
6. List the essential principles and characteristics of career and technical education programs.
7. Identify and defend the major career and technical education program areas at the middle, high, and postsecondary levels.
8. Trace the evolution of career and technical education, i.e. learning how to work, through the ages.
9. Identify the major events in the development of career and technical education in colonial America.
10. Identify the major events in the development of career and technical education for nonwhite populations.
11. Describe the response of career and technical education to the increasingly diverse and multicultural nature of society.
12. Recognize the benefits and advantages that are provided by active student organizations in career and technical education for students, teachers, schools, and communities.
13. Analyze trends and issues affecting the organization and operation of career and technical education.
14. Describe the organization, mission, and services of the Association of Career and Technical Education (ACTE).
15. Describe major provisions of the Federal legislation that resulted in a nation-wide system of career and technical education.

Course Topics

As a general framework, I have identified several topical areas that we will cover this semester. These preliminary topics follow:

Introduction to Career and Technical Education

- Definition
- Program settings
- Secondary programs
- Postsecondary programs
- Trends, Issues, and New Directions (Chapters 1 and 9)
- Assumptions of CTE
- Reforms 80's and 90's

Philosophy of Career and Technical Education

- Defined
- Major philosophies
- Educational philosophies
- Philosophical controversy (Dewey, Prosser)
- Principles (traditional) of career and technical

Career and Technical Education Programs

- Overview and framework
- Agricultural
- Business
- Family and Consumer Sciences
- Health occupations
- Marketing
- Technical education
- Technology education
- Trade and industrial education
- Career and technical special needs programs
- Career and technical teacher education
- Factors and Forces in CTE
- Career and technical education teachers, guidance counselors, and administrators
- ACTE
- National Center for Research in Vocational Education

Evolution of Career and Technical Education

- Early Beginning in Europe and Asia
- Middle Ages
- Educational Reformers in Europe
- Industrial Civilization
- Power Age

Career and Technical Education in America

- History (movements, technical schools)
- CTE Programs prior to 1917
- Commissions and Societies
- Dewey and Prosser on CTE Programs

Career and Technical Education for Nonwhite Americans

- Segregated schools (ethnic groups)
- CTE for African-Americans
- Two Philosophers
- African-American normal schools, colleges, and universities
- Hampton
- Tuskegee

- Land-grant

Legislation and Career and Technical Education

- Acts and Amendments
- Legislative updates

Student Organizations in Career and Technical Education

- Development of student organizations
- Legislation and student organizations
- Purposes of student organizations
- Relationship to programs
- General characteristics
- Benefits, advantages, barriers
- Special populations
- Ten nationally recognized CTE student organizations

COURSE REQUIREMENTS

1. **Attendance.** Class Attendance is extremely important. As an in-service teacher, I expect you to attend every class. Absences or tardiness significantly interfere with your ability to attain stated course objectives. There are no excused or unexcused absences. Final grades will be lowered one grade level for excessive absences (1 or more) and tardiness (180 minutes of arriving late and/or leaving early).
2. **Class Participation.** This is a class that utilizes all levels of Bloom's taxonomy, **knowledge, comprehension, application, analysis, synthesis, and evaluation**. In order to obtain the most from this class, you must actively participate in the readings, discussions, and class activities.
3. **Assignments.** Your assignments should follow the **guidelines** provided, be informative, and well-researched. All assignments should follow APA guidelines. Assignments will not be accepted after the due date.

COURSE ASSIGNMENTS AND GRADING

Activity	Points
Group Project & Presentation	20
On-line Discussion (5 @ 4)	20
Research Paper	25
Quizzes – objective (3 @ 10)	30
Portfolio	<u>5</u>
Total	100

All assignments should be typed/word processed, double-spaced, written in narrative form, and use APA when appropriate.

Specific evaluation criteria and rubrics with maximum points to be awarded for each evaluated activity will be provided for some assignments. The grading scale is as follows:

A, 96-100

A-, 90-95

B+, 88-89

B, 84-87

B-, 80-83

C+, 78-79

C, 74-77

C-, 70-73

D+, 68-69

D, 64-67

D-, 60-63

F, 0-59

Due Dates

Assignments are due on the following dates.

<u>Activity</u>	<u>Proposed Due Date</u>
On-line Discussions	9/1, 9/8, 10/27, 11/10, & 11/17
Group Presentation	October 20
Research Paper	November 3
Complete Portfolio	December 1
Quizzes	December 8

NOTE: The completed portfolio is due Saturday, December 1, 2007. All work must be complete and in the portfolio.

The course syllabus and schedule are a general plan for the course; deviations to the class by the instructor may be necessary. University Honor Code and Academic Honesty Policy -- All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

Mission

The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.

The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.

Vision

The College of Education at the University of Georgia will be known for outstanding scholarship, leadership, collaboration, contribution, excellence in education, communication, and professions fostering health and well-being in order to revitalize education and learning and promote the general health and welfare of a democratic society.

ASSIGNMENTS

This course will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:

1. **Attendance and Participation.** Class attendance is critical to successfully completing this course. Final grades will be lowered for excessive absences. Participants are expected to complete all assignments on the due date and be adequately prepared to participate during class meetings. In-class activities and discussion of readings will provide opportunities to broaden individual study.
2. **Group Presentation.** Prepare and present a **group presentation** on a chapter in *Overview of Career and Technical Education*. The purpose of this presentation is to help you develop research, writing, and presentation skills, and to encourage critical and creative thinking about an assigned topic. Research has indicated that there is no higher

form of learning and retention than to teach a topic to others. The group presentation will be approximately **45 minutes** and should include the following: (1) utilize modern presentation technology, (2) guided by a lesson plan, (3) have a supporting handout, (4) informative, and (5) involve the class members in some manner (generate discussion).

3. **Globalization of Career and Technical Education Research Paper.** Your assignment is to develop a research paper that encompasses information about career and technical education (CTE) abroad (a country of your choice). Assignment sheet provided.
5. **On-line Discussion.** An assignment sheet will be posted prior to the week that a discussion is due. You have **five** discussions that are graded.
6. **Debriefing.** A reflection paper on the course and the overall value it has to your professional growth.
7. **Quiz.** You will take 3 on-line quizzes.
8. **Portfolio.** You are to **prepare and submit a portfolio** containing the course assignments. The assignment sheet will be provided.

TENTATIVE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading/Post Time</u>
8/18	Introduction to Course Learning activities/assignments Research paper Presentation of Chapter Content Selection of Chapters (2, 4, & 5) Grouping by Chapters Group Planning	Lerwick, <i>Alternative Concepts</i>
8/25	Group Learning Log on group presentation	Saturday, 11:59 p.m.
9/1	Chapter 1, Discussion	Saturday, 11:59 p.m.
9/8	Chapter 9, Discussion	Saturday, 11:59 p.m.
9/15	Individual Learning Log on globalization paper Preparation for Trends and Initiatives in CTE	Saturday, 11:59 p.m. Lynch, <i>New Directions</i>
9/22	Trends and Initiatives in CTE Guest Speaker, Dr. Lynch	Lynch, <i>New Directions</i>
9/29		
10/6	Class Discussion (1, 9, 7, & 8)	
10/13	Group Learning Log on group presentation	Saturday, 11:59 p.m.
10/20	Group Presentations (2, 4, & 5)	
10/27	Chapter 3, Discussion	Saturday, 11:59 p.m.
11/3	Globalization CTE Papers Due	Saturday, 11:59 p.m.
11/10	Chapter 6, Discussion	Saturday, 11:59 p.m.
11/17	Chapter 7 & 8, Discussion	Saturday, 11:59 p.m.
11/24	.	
12/1	Wrap-up, Portfolio Due, Final Exam	

Class Participation Criteria

1. Attends all sessions.
2. Maintains a positive attitude toward the course, fellow classmates, and the instructor.
3. Is punctual to class.
4. Shares appropriate materials with instructor and classmates.
5. Keeps materials organized at your station and cleans area after class.
6. Brings required materials to class including textbook, note pads, and pen or pencil.
7. Prepares the room in advance for all presentations.
8. Submits required materials on time.
9. Makes arrangements to pick up portfolio following scoring at the end of the semester.
10. Returns all loaned materials before/by the last day of class.
11. Keeps notes of important information presented in class.
12. Works cooperatively in small group sessions.
13. Participates in class by asking questions and offering ideas or concerns.
14. Provides information on any concerns on the class feedback forms.
15. Provides positive, constructive feedback to class presenters on the feedback forms.
16. Prepares all video and computer driven presentation equipment before any presentation.