

EOCS 6010 – Foundations of Work and Family Life Education

Summer 2008

Schedule

Time: 5:00 - 8:30 p.m. Tuesdays

Mid-Term Examination – July 1

Final Examination – July 29

Instructor

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Course web site: <https://webct.uga.edu/www/>

Required Textbooks

Scott, J., & Sarkees-Wircenski, M. (2004). Overview of Career and Technical Education, 3rd Edition. American Technical Publishers. ISBN: 0-8269-4016-1

Selected Readings – Instructor will provide when needed (copy cost may apply).

Description of Course

Covers content dealing with the development of technology and its effects on people, environment, and society, including historical and philosophic foundations, adaptation to change, and controlling the future of technological growth. Specifically, it is designed to assist persons in understanding different areas of education and training offered in the occupational studies department and to prepare them for their roles as teachers, administrators, or interested parties.

Objectives of the Course

Students who successfully complete this course will be able to:

1. Develop specialized terminology used in career and technical education (occupational studies).
2. Describe Georgia's delivery system for technology/career education at the secondary level and technical/adult education at the postsecondary level.
3. Analyze the history of vocational/practical arts education up to 1917 in order to understand present-day programs.
4. Examine the impact of federal and state legislation on career and technical education.
5. Identify and describe the principles and assumptions related to career and technical education.
6. Analyze the philosophic, social, psychological, and economic foundations of career and technical education.
7. Demonstrate an understanding of the major concepts, resources, systems, and impacts of technology on society today.
7. Analyze and discuss the rules and regulations of current federal and state legislation and initiatives affecting career and technical education today.
8. Discuss issues, trends, and forecasts for the future of career and technical education.

Student Activities

1. Study of assigned materials in textbooks.
2. Study of class handout materials.
3. Completion of assigned exercises and teaching presentations.
4. Participation in class discussions.
5. Completion of periodic tests and examinations.

Basis for Evaluation

History Research Paper* 20%

Prepare a research paper covering key points from the History of Vocational Education Topics. Select from the list of possible topics to develop your paper (see attached list). History paper should be no less than 4 pages in length (12 point font, single spaced) and no longer than 6 pages in length. Include a cover page with your name and the title of your paper. This assignment will be worth 15% of your grade. Be sure to reference your work by providing appropriate citations using APA format style.

Reflection Papers* 30%

Prepare a minimum of two (2) reflection papers on the *Foundations of Career & Technical Education*. Select from the list of possible topics to develop your papers (see attached list). The questions that make up this list were developed from the variety of topics and themes that will emerge during the academic term. Pick questions that seem important to you and don't be afraid to challenge the issues. Each reflection paper should be no less than 2 pages in length (12 point font, single spaced) and no longer than 3 pages in length. Include a cover page with your name and the title of your paper. Each paper will be worth 15% of your grade.

Philosophy of Career and Technical Education Paper* 20%

This paper provides opportunity for reflection on your own personal philosophy of career and technical education. Describe the influences that have shaped your position and what known philosophers your views tend to align with. The paper should be keyboarded, double-spaced, and should be no less than 4 pages in length (12 point font, single spaced) and no longer than 6 pages in length..

* All written assignments are to be submitted to the instructor electronically as attachments to emails. Assignments are due at the beginning of class on the stated due date.

Mid-Term Examination..... 15%

There will be two (2) examinations during the term, a midterm (covering material from the first class meeting to the date of the exam) and a final (a comprehensive exam related to any/all material covered during the term). Examinations are typically either take-home assignments or administered using WebCT.

Final Examination..... 15%

Grading Scale: A ----- 94-100

A- ----- 90-93

B+----- 87-89

B ----- 84-86

B- ----- 80-83

C+----- 77-79

C ----- 74-76

C- ----- 70-73

D ----- 60-69

F ----- 0-59

Class Participation

Punctuality and attendance are important to successful completion of requirements for this course. For that reason, attendance will be taken at each class meeting, including any required virtual class sessions using WebCT & Horizon Wimba. Several areas are typically impacted by lack of punctuality and attendance, but the primary areas include the review of teaching presentations and the midterm and final examinations.

Class Expectations

Foundations of Work and Family Life Education is a graduate level course which stresses an equal focus on intellectual activity and the accumulation of factual information. Class time will be spent on discussion of ideas, philosophies, psychological applications, historical facts, social implications, technological impacts, and other germane topics. Assigned readings will provide general guidance and content; however, students are expected to seek out additional sources and to share ideas in context with their own interests, experiences, and technical expertise.

Late Assignments

I expect assignments to be completed on time. My standard policy regarding assignments is 10% penalty for late assignments turned in within 1 week of due date and 50% penalty for assignments turned in thereafter until the end of the course (defined as the last regular class session). I use this system even in the event of "excusables," such as minor sicknesses or other unforeseen conflicts. However, any exceptions to this policy are made at my discretion.

Honesty / Dishonesty

Dishonesty of any type, related to completion of course assignments, examinations, or other required activities is a serious offense. Should such an instance occur, it will be handled in accord with regulations described in the Academic Honesty Policy of the University of Georgia.

(<http://www.georgiacenter.uga.edu/idl/policies/academichonesty.phtml>)

Drop Policy

The drop policy is described as:

Students who wish to withdraw from a course should initiate the withdrawal procedure within the instructional department or with their advisor, if required by their college or school. Instructors who wish to withdraw a student from a course because of excessive absences should initiate the withdrawal procedure within the instructional department. (The term "excessive absences" is defined in the syllabus for the course.)

History of Career & Technical Education Topics

Choose a topic of interest to you from the list below. You are to complete a 5-7 page report (12 point font, single spaced). Address the significant contributions to Career and Technical Education of your topic. Note: Some of these topics are more difficult to research than others.

People	Events & Institutions	Movements
Noah Webster	Troy Female Seminary	Kindergarten Movement
Horace Mann	Hampton Institute	Lyceum
Seman Knapp	Tuskegee Institute	Thomas Jefferson's Bill for universal education at public expense
Charles Prosser	New England Female Medical College	Normal School Movement
Josiah Holbrook	Oberlin College	Otto Salomon – Sloyd Woodworking System
W.E.B. DuBois	Oswego State Normal School	Russian System of Manual Training
Mary Lyon	New York College for the Graining of Teachers (Columbia University)	The Quincy Plan The Committee of Ten
Emma Willard	Federation of Organized Trades & Labor Unions	The Kitchen Garden Association
Catherine Beecher	The Hebrew Technical Institute	The Country Life Movement
The Beecher Family	The Hatch Act	The American Technical Society (1898)
Fredrick Froebel	The New York Trade School	Lake Placid – Chautauqua
Robert Owens	The Adams Act (1887)	Compulsory School Attendance Laws
William McClure	Smith-Hughes Act of 1917	Vocational Bureau of Boston
Johann Heinrich Pestalozzi	Smith-Lever Act (1914)	Manual Arts Movement
John Locke	Smith-Sears Act (1918)	Industrial Arts Movement
Charles Leland	Smith-Bankhead Act (1920)	Commission on National Aid to Vocational Education
Ellen Swallow Richards (Lake Placid Conference)	Smith-Fess Act (1920)	Progressive Education (Dewey, Democracy, and Education)
Charles Bennett	George-Reed Act (1929)	Commission of Reorganization of Secondary Education (7 Cardinal Principles of Education)
Gordon Bonser	George-Ellzey Act (1934)	The American Vocational

		Education Association
Carl D. Perkins	George-Dean Act (1936)	Congress of Industrial Organizations
August Hermann Franke	The GI Bill of Rights	American Federation of Labor
Johann Hecker	Huntington Industrial Works	The National Defense Education Act (1958) (Sputnik)
Jean Jacques Rousseau	U.S. Department of Education	Dewey – Prosser Debate
Victor Della Vos	Kalamazoo Case	Nation at Risk
Pestalozzi	Massachusetts Public Schools (1872)	Vocational Student Organizations (VSO) (e.g., VICA, FBLA, TSA, etc.)
Otto Solomon	1940 to 1946 Vocational Education Acts for National Defense	The Unfinished Agenda
Calvin Woodward	Jewish Vocational Services (JVS)	Head Start Movement
Dr. Herman Schnider	Social Security Act	Carl D. Perkins Legislation
John Dewey	Philadelphia High School for Women	Work Force 2000 (Johnson & Packer)
Sidney Marland	Baldwin Locomotive Works of Philadelphia	High Schools That Work (SREB)
Kenneth Hoyt	Congres of Industrial Labor Organizations (CIO)	Commission on Work, Family, and Citizenship
Gene Bottoms	Americans With Disabilities Act (1990)	Tech Prep Programs (Perkins Act)
Augustus F. Hawkins	Job Training Partnership Act (1973)	School-to-Work Opportunities Act (STWOA)

Reflection Paper Topics

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1. In what ways might your participation in this class shape your professional practice?
2. In what ways can you use your new historical knowledge of CTE to improve your reflective practice?
3. In what ways can you use your philosophical knowledge to improve your reflective practice?
4. In what ways can you use your knowledge of the modern workplace to improve your reflective practice?
5. What are some possible impacts of globalism on the US labor markets?
6. What are some possible impacts of globalism on the US labor markets in developing and 3rd world nations?
7. What are the impacts of globalism on CTE programs in the US?
8. In what ways can CTE impact on current economic policies that support exploitation of US and International labor markets?
9. What are some of the positive aspects of globalism and international free markets?
10. What are the impacts of technology on the modern workplace? On CTE programs?
11. What are the differences, as you view them, in the work ethic among the several generations that are represented in today's labor force?
12. What can or should CTE programs do to promote the virtual workplace?
13. What can or should CTE programs do to promote the virtual workplace?
14. Who is the first constituent of CTE programs? Students? Business & Industry? Parents? School Administration? Why?
15. What are the core beliefs of CTE programs?
16. In what philosophic way does the CTE profession view the nature of knowledge?
17. Why are you a CTE teacher or preparing to become one?
18. Who won the Dewey-Prosser debates? Why do you believe as you do?
19. In what ways are the historical themes addressed in this course connected to today's public debate of educational policy and practice?
20. What can we learn from educational history that might impact on funding and policy directions for today's public education?