

**ACED 7020**  
**HISTORY AND PHILOSOPHY OF CAREER EDUCATION**  
**3 Semester Hours**

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**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**D**ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**E**quity Principle: All learners deserve high expectations and support.

**P**rocess Principle: Learning is a life-long process of development and growth.

**O**wnership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**I**mpact Principle: Effective practice yields evidence of learning.

**T**echnology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

**S**tandards Principle: Evidence-based standards systematically guide professional preparation and development.

### REQUIRED TEXTBOOK

Gray, Kenneth C. & Herr, Edwin (1998). Workforce education: The basics. Boston, MA: Allyn & Bacon.

### COURSE DESCRIPTION

Inquiry into the background, purpose, philosophies, policies, and principles of career education. Students will study the impact of federal and state legislation.

### VSU GENERAL EDUCATION OUTCOMES (GEO's):

- I. Students will demonstrate understanding of the society of the United States and its ideals.
- IV. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
- VII. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

### COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

### COURSE OBJECTIVES (CO):

*Upon completion of this course, the student will be able to:*

- CO 1. Define career and workforce education in the United States in terms of (a) mission(s), (b) settings, (c) program areas, (d) populations served, and (e) student organizations. GEO I, IV, VII (I, II, III, IV)
- CO 2. Explain how immigration, migration and industrialization are related to the development of workforce education in the United States. GEO I, IV, VII (II, VI)
- CO 3. Explain how the system of workforce education in the United States is related to the supply and demand of labor and a nation's "strategic advantage." GEO I, IV, VII (II, VI)
- CO 4. Explain how (a) corporate downsizing, (b) just-in-time procedures, (c) the global economy, and (d) technology, information, and power, have changed the contemporary work environment. GEO I, IV, VII (II, VI)
- CO 5. Compare and contrast various career development theories. GEO I, IV, VII (I, II, III, IV, V, VI)

CO 6. Identify major acts of legislation which have impacted the development of the vocational education/career education system in the United States. GEO I, IV, VII (I, II, VI)

CO 7. Discuss current issues that influence career education and identify emerging trends in the field. GEO I, IV, VII (I, II, III, IV, V, VI)

CO 8. Describe local program initiatives related to career education with regard to (a) funding, (b) delivery techniques, (c) program goals, and (d) population served. GEO I, IV, VII (I, II, III, IV, V, VI)

### COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Participation in Electronic Discussion Forum Requirement: Students will actively participate in an electronic discussion forum by reviewing comments made by class members and by contributing thoughtful and meaningful information. (CO 1, CO 2, CO 3, CO 4, CO 5, CO 7)
2. Group Discussion Summary Assignment: Students will contribute to an assigned discussion group, resulting in a discussion summary. (CO 1, CO 2, CO 3, CO 4, CO 5, CO 7)
3. Personal Philosophy PowerPoint Assignment: Students will develop a personal philosophy PowerPoint. (CO 1, CO 5, CO 7)
4. Local Program Description Assignment: Students will investigate and describe a career education program in their local areas. (CO 1, CO 8)
5. Description of Current Trends Assignment: Students will research and describe one or more current trends affecting career education. (CO 1, CO 7)
7. Support/Enrichment/Quiz Activities: Students will participate in and complete several class activities designed to support and enrich their understanding and application of the course information. (CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7, CO 8)

### COURSE EVALUATION

The learner will be evaluated on the following criteria:

|   |      |
|---|------|
| 1. Take part. in Elect. Discussion Forum (CO 1, 2, 3, 4, 5, 7)----- | 15%  |
| 2. Group Discussion Summary (CO 1, 2, 3, 4, 5, 7)-----              | 15%  |
| 3. Personal Philosophy PowerPoint (CO 1, 5, 7)-----                 | 20%  |
| 4. Local Program Description (CO 1, 8)-----                         | 20%  |
| 5. Description of Current Trends (CO 1, 7)-----                     | 15%  |
| 6. Support/Enrichment Activities (CO 1, 2, 3, 4, 5, 6, 7, )-----    | 15%  |
| Total-----  | 100% |

### Grading Scale

A = 90-100

B = 80-89

C = 70-79

F = 69 and below

### ATTENDANCE POLICY

**Attendance at all sessions is mandatory.** In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be arranged. Prior notice is preferred, when possible. Any student missing in excess of 20% of class time will be subject to withdrawal from the course by the instructor. In the case of an unexcused absence, 20 points will be

deducted from the student's final score for each block of time (evening or morning) missed. Since much of this class is conducted on-line, it is expected that students will maintain a reasonable presence on the discussion forum and must respond promptly to the instructors e-mail contacts and telephone contacts, as applicable.

#### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

#### SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

#### INSTRUCTOR

Mike Siekkinen

Department of Adult and Career Education

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Office hours: Monday: by request

(H) 912-576-1066/ C- 912-674-1066

#### Class Schedule

##### Weekend 1

-welcome, syllabus/assignment review, Ch. 1-6

##### Weekend 2

-Ch. 7-12, Discussion Assignment

##### Weekend 3

-Philosophy Presentation, Local Program Assignment, Current Trend Assignment, Ch. 13-15, Final Exam