

WED 466
FOUNDATIONS OF WORK EDUCATION
Fall 06 2006
Ben Clark Public Safety Training Facility
Riverside, CA

Course Description

Examination of the historical, social, economic and psychological foundations of workforce education, and the nature and role of education and training in preparing people for the world of work.

Purpose of the Course

Foundations of Work Education is a required course for the Bachelor of Science Degree in Workforce Education and Development and a prerequisite for graduate study in the Department. The purpose of the course is to explore foundation areas that constitute the subject matter of workforce education and to examine the nature and role of education and training in preparing individuals for work. The course content is organized around seven areas: (a) historical, ethical, and philosophical foundations; (b) economic and labor market foundations; (c) sociological foundations; (d) psychological foundations; (e) legislative foundations; (f) workforce education legislation, and (g) professional development.

Workforce education has long been viewed as a way to meet the employer's need for skilled workers and the individual's need to earn a livelihood. It is comprised of a variety of programs including secondary and postsecondary career and technical education (formerly vocational education) and public and private sector occupational and job training. In addition, workforce education is an important component of many other types of education and training including adult education, special education, and vocational rehabilitation.

General Objectives

1. Understands the historical, philosophical, and ethical foundations of workforce education
2. Understands the economic and labor market foundations of workforce education
3. Understands the sociological foundations of workforce education
4. Understands the psychological foundations of workforce education
5. Understands the legislative foundations of workforce education
6. Knows the history and current status of workforce education legislation
7. Shows awareness of the importance of professional development

Text

Gray, C. & Herr, E. (1998) *Workforce Education: The Basics*, Allyn and Bacon

Instructional Units

Unit One: Historical, Philosophical, and Ethical Foundations

- Preparing tomorrow's workforce for the workplace of tomorrow
- Historical development of workforce education
- Ethical and professional issues of workforce education
- Philosophical issues and educational reform

Unit Two: Economic and Labor Market Foundations

- Economic analysis
- Labor market basics
- Workforce projections

Unit Three: Sociological Foundations

- Basic concepts, vocabulary, and trends
- Work, family, and social status
- Leadership in workforce education

Unit Four: Psychological Foundations

- Career development theory
- Major theories of career development
- Emerging theories of career development

Unit Five: Workforce Education Legislation

- History and evolution of vocational education
- Current legislation
- The federal role in education
- Administration of workforce education
- The G.I. Bill

e-Unit Seven: Professional Development

- Nature and characteristics of professional organizations
- CTE Professional Development Speaker Series

Assignments and Requirements

1. Complete assignments as directed. Come to class prepared. Actively participate in discussion of relevant topics. (15 points)
2. Complete e-Unit Seven, Professional Development, and accompanying written assignment. Submit assignment to bputnam@siu.edu by 9 October, 2006. A cover sheet must be used. (15 points)
3. Present a lesson on an assigned topic on the assigned date. A lesson/presentation plan (complete with cover sheet) should be given to the instructor upon completion of the presentation, and the presentation should be illustrated by visuals. The lesson should last approximately 30 minutes if there is one presenter, and one hour (60 minutes) if there are two or more presenters. The session should be carefully planned and well executed so that it satisfactorily examines the topic and fulfills the needs of students. In general, the presentation will include: 1. an introduction in which the class is told what will be covered and how; 2. the body of the lesson, facilitated by questioning; 3. a summary which reviews the major points; and 3. questions and discussion. A well executed lesson will also include an activity to illustrate the major points. (25 points presentation, 5 points lesson plan)

4. Each student will prepare a 3 to 5 page review of a recent training and development related book. In addition to reviewing the major points expressed by the books' author, the student should critique major points made by the author. This is due by October 9, 2006 and may be either submitted by hard-copy or e-mail. A coversheet must be used. (20 points)

5. Complete the Final Exam on 8 October, 2006. (20 points)

Policies and Standards

Students are expected to attend class, read assigned materials, participate in class activities, and complete other requirements as may be assigned. Most problems and disagreements between students and instructors can be avoided by open communication at the beginning of a course. Therefore, you are encouraged to ask your instructor about any issue not understood.

Grading

A conventional letter grade will be assigned based upon the following cumulative points:

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- D = 60 to 69 points
- F = 0 to 59 points

Instructor Information

Dr. A.R. Putnam
Pulliam 210 A
E-Mail:

Office Phone: 618-453-1935
bputnam@siu.edu

Fax: 618-453-1909