

BVED 431: History, Philosophy, and Practices of Career and Technical Education

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BVED 431 is taught each academic semester online and in a summer workshop format.

I. Catalog Description:

A study of the history, growth, theory, and present status of career and technical education in secondary and post-secondary schools. The course focuses on principles, practices, and major issues of career and technical education and its relationship to individual career and technical service areas. This course will also cover relationships between general education and career and technical education.

II. Course Description:

This course is one of six career and technical education courses required for the Career and Technical Education Baccalaureate Degree. This course is also recommended by several other career and technical educational service areas (e.g. Business and Office Technology). It is designed to aid teachers and students in developing philosophy as it pertains to general and career and technical education. A study of the various programs that are offered at the secondary and post-secondary levels is emphasized along with major issues affecting career and technical education today. Students who complete this level five course will have met the Ability “Collaboration and the Skill “Leadership.”

III. Student Objectives/Goals:

Upon successful completion of the course, the students will be able to:

- A. Differentiate between the purposes and goals of career and technical and liberal arts education. Describe social-economic settings and conditions which create the need for career and technical education
- B. Analyze the relationship of theories of work to the history and development of career and technical education.
- C. Identify legislation for career and technical education and describe provisions for federal and state support.
- D. Identify the recipients of career and technical education with respect to age, grade levels, social-economic groups, sex, geographic locations, occupational goals, and need for career and technical instructions.
- E. Identify and describe different institutions, public and private, in which programs are offered and the individuals they serve.
- F. Identify and describe different curriculum organizations, plans and methods of providing career and technical instruction.

- G. State the common and unique characteristics of the different fields of career and technical education.
- H. Describe procedures for planning, developing, and evaluation career and technical education programs.
- I. Distinguish between a competency-based educational system and a traditional educational system.
- J. Identify Competency Based Education (CBE), Outcome Based Education (OBE), individual and self-paced instruction.
- K. Describe the career education curriculum as it relates to career and technical education.
- L. State advantages of cooperative relationships of career and technical educators with business and industry, other teachers, and advising councils.
- M. Identify employment trends on a national and global scale.
- N. Summarize the purpose and nature of adult career and technical education and customized training.
- O. Explain the purpose and role of Career and Technical Student Organizations in career and technical education.
- P. State the value of the career and technical educator's membership in professional organizations and participation in professional activities.
- Q. Identify occupational requirements for different positions in career and technical education.
- R. Research available data bases, including the United States government, using the Internet.
- S. Describe career and technical curriculum reform initiatives such as tech prep, integration of vocational and academic skills, (applied academic courses) and articulation agreements.
- T. Identify and distinguish among main components of school-to-careers, including career exploration, school-based learning and work-based learning.
- U. Introduce the standards desired and expected of Career and Technical education.
- V. Acquire and interpret information using the internet as a research tool.

IV. Learning Activities:

Class material is covered in class lecture using Blackboard, Power Point presentations, and white boards. Students discuss material in learning groups, student panels, and through self examination. Students complete independent and group research from the a student guide, resource books and documents, and the www. Students complete and evaluate reading assignments. Resource persons are invited to address the class, and field trips are planned to visit secondary and post-secondary career and technical schools and business enterprises.

V. Assessment/ Evaluation:

Evaluation is achieved through a comprehensive essay examination, individual contributions to class discussions, a reaction paper, and written assignments from CTE research.

VI. Topic Outline:

- A. Personal-Societal Needs and Career and Technical Education
 - 1. Career and Technical Education and Personal Needs
 - 2. Career and Technical Education and Societal Needs

3. Employment Trends
- B. Historical Perspective of Career and Technical Education
 1. Legislation Prior to 1900
 2. Legislation Prior to 1900-1960
 3. Legislation Since 1960
- C. Factors Influencing the Development of Career and Technical Education
 1. Philosophical factors
 2. Economic Factors
 3. Sociological Factors
- D. Theory and Design of Career and Technical Education
 1. Objectives, Purposes, and Principles of Career & Technical Education
- E. Implementing Career and Technical Education
 1. Elementary, Middle and Secondary School
 2. Higher Education
 3. National and Global Demographics and Employment Trends
- F. Organization of Career and Technical Education
 1. National efforts
 2. State Efforts
 3. Local Efforts
- G. Career and Technical Education Program
 1. Approaches to Curriculum Development and Needs Assessment
 2. Introduction to Competency-Based Education
 3. Career and Technical Education Reform Initiatives-Tech Prep, School-to-Careers, Applied Academics
- H. Research and Development in Career and Technical Education
 1. R & D Types of Education
- I. Public Relations of Career and Technical Education
 1. Principles of Public Relations
- J. Evaluation in Career and Technical Education
 1. Guiding Philosophy of Evaluation
 2. Evaluation for Accreditation

VII. Course Requirements and Special Course Projects:

- A. Complete the final exam.
- B. Write a brief paper on the topic “What Career and Technical Education means to me? .
- C. Write a reaction paper summarizing and evaluating the field trip visits describing the value of the visits to your program. What learning outcomes might be expected from the visits and how will you integrate the field trip learning into your individual program.
- D. Research 3 – 5 Career and Technical Education related internet sites and complete a report on how the sites would be of value to your program.
- E. Compete **One** of the following assignments:
 1. Select a course that you have taught, or that you plan to teach, and develop a statement of philosophy for it. How does it fit into the career and technical education picture?
 2. Write a brief paper on “understanding the dignity of work.”
 3. Write a brief paper on “the role of the business educator (etc) in career development.” (Use your own service area.)

VIII. Research Base and Standards:

This course follows the guidelines as set forth by the North Dakota State Board for Career and Technical Education and applicable state and federal statutes. It also helps fulfill the Career and Technical Education Standards 17000.1 and 17000.2 and the North Dakota Business Teacher Standards 03020.1, 03020.4 and 03020.5. The North Dakota State Department of Career and Technical Education standards and certification requirements may be viewed at www.nd.gov/cte.

IX. Textbooks and Selected References:

History, Philosophy, and Practices of Career and Technical Education, Annual Student Guide, David Melgaard

Career and Technical Education in the 1990's: Major Issues, 1993, Albert J. Pautler, Jr.

Career and Technical Education in the 1990 II, 1993, Craig Anderson and Larry C. Rampp

Applying Career Development Theory to Counseling, 1992, Richard S. Sharf Career and Technical Education: Concepts and Operations, 2nd Edition, 1982, Calfrey C.

Calhoun and Anton V. Finch

Competency-Based Education Professional Development Series, 1992, Mid-American Career and Technical Curriculum Consortium, Inc.

Tech Prep: Putting It All Together, 1993, American Career and Technical Association

Successful Strategies: Building a School-to-Careers Systems, 1995, American Career and Technical Association

Techniques, Association for Career and Technical Education

North Dakota State Department of Career and Technical Education WWW Site

X. ACADEMIC INTEGRITY:

Academic dishonesty is a violation of recognized values at Valley City State University. Copying from another student's test stealing examinations, gaining unauthorized access to examinations, using notes during an exam, or the facilitation of another person's dishonest action will result in imposition of sanctions. All instances of academic dishonesty will be reported to the Chief Academic Officer. The instructor has the right to assign "zero" points to a particular test or give a course grade of "F" when there is evidence of academic dishonesty.