

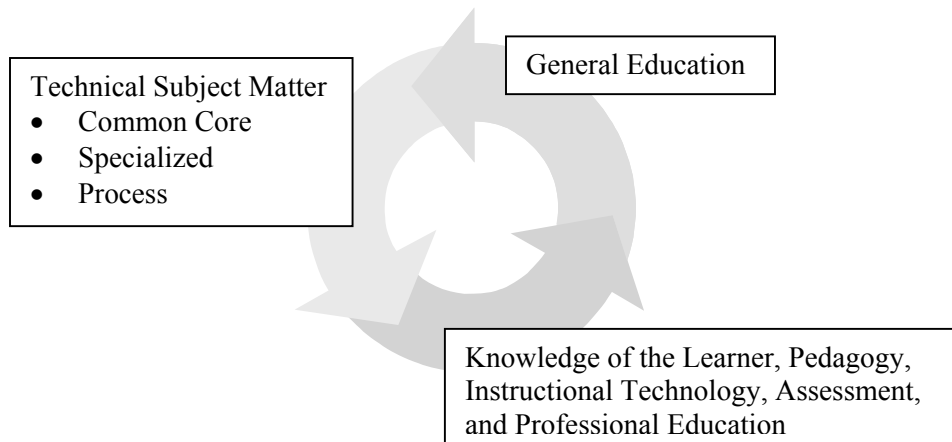
DEPARTMENT OF OCCUPATIONAL STUDIES

The Department of Occupational Studies is administered in the School of Leadership and Lifelong Learning, one of four schools in the College of Education. The Department was formed from six separate departments in 1994. The Department is currently composed of 14 full-time tenure-track faculty and one Academic Professional Associate making it one of the largest and most comprehensive departments of career and technical teacher education in the country. Over the last five years, the Department has received continual recognition by *U.S. News and World Report* as one of the top five programs in vocational-technical education in Colleges of Education nationwide.

Upon formation of the Department, the faculty agreed upon a mission and curricula. The mission of the Department of Occupational Studies is to prepare career and technical educators to assist individuals to meet the challenges of living and working in a global society. The Department offers a comprehensive, broad-based curricula that focus on workforce preparedness, integration of research on workplace issues, integrating technology and basic skill applications into courses, and increased efforts to prepare educators to work with different populations.

Teacher preparation in the Department is offered in four majors leading to certification in six areas of career and technical education: business education, family and consumer sciences education, marketing education, and technological studies (technology education, trade and industrial education, and health occupations education). Each of these majors meets state of Georgia teacher certification requirements for grades 7-12 as approved by the PSC. The conceptual framework for the teacher preparation programs in the Department (see Figure 1) is built around three primary areas: general education; technical subject matter (common core, specialized, and process); and knowledge of the learner, pedagogy, instructional technology, assessment, and professional education.

Figure 1. Conceptual Framework—*Improving the Quality of the Workforce through Education*



General Education

Broad-based preparation of prospective teachers in the Department of Occupational Studies is developed in the University of Georgia's core curriculum. The general education portion of programs of study for students in the Department were developed to reflect Goodland's (1994) six knowledge domains:

- Nature of the human species;
- World as social, political, and economic systems;
- World as a physical system;
- World as a biological system;
- World as a communications and expressive system; and
- Evaluative and belief systems.

Students in the teacher preparation programs in the Department of Occupational Studies enroll in courses primarily taught by faculty in the College of Arts and Sciences as part of this broad-based preparation in general education.

Technical Subject Matter

The technical subject matter associated with each certification area in the Department of Occupational Studies requires specialized college subject matter preparation or extensive breadth or depth in a particular occupational cluster or skill area. Subject preparation for prospective teachers in occupational studies is grounded in common core content, specialized technical content, and preparation process.

All students in the teacher preparation programs of the Department of Occupational Studies learn a common core of general knowledge about contemporary workplaces and employability skills. This common core includes knowledge about the world of work, workplaces, work forces, industries, occupations, and employer, worker, family, and community relationships. It includes vocational and career development theory, work ethics, customer and client relationships, sociology and economics of the workplace, and leadership and management training.

The specialized technical content matter consists of knowledge that the prospective teacher needs to know to teach specialized skills and knowledge to students enrolled in middle (grades 7-8) and secondary (grades 9-12) career and technical education programs. Specialized knowledge and skills are typically acquired for a particular skill, industry, or occupational cluster (i.e., business and marketing, construction, health, human services). The teacher will then teach that specialized skill(s) or industry cluster as a subject in a secondary institution.

To teach a specialized skill or occupational cluster, the prospective teacher in the Department of Occupational Studies acquires considerable depth and breadth in a subject typically identified with a college major, an industry, or in a highly specialized technical field. This specialized subject matter is usually studied from a “college” other than the College of Education (i.e., Colleges of Business or Family and Consumer Sciences). This content knowledge is supplemented through occupational experiences or internships in business and industry.

The acquisition of various knowledge and skills identified with processes used to prepare youth and adults for the workplace are provided to all prospective teachers in the Department. This consists of knowledge and experiences related to establishing and maintaining high quality work-based learning models, tech prep, community service, integrating academic and occupational education, use of laboratory-based education programs, simulations, workplace mentoring, school-based enterprises, and technology applications.

Knowledge of the Learner, Pedagogy, Instructional Technology, Assessment, and Professional Education

This broad area of the conceptual framework is the essence of the re-focused teacher preparation program in the Department. Prospective teachers in the Department, through knowledge of cognitive theory of learning, understand how youth and adults learn, remember, perceive, transfer knowledge to ill-structured situations, solve problems and so forth. From this knowledge, a philosophy of how career and technical educators should teach is developed and practiced.

In addition to the knowledge about learning and the pedagogical demonstration of it, prospective teachers of career and technical education develop knowledge of technology and its applications to education. This includes being able to use technological skills such as multimedia and electronic presentation, computer operations (i.e., word processing, data management and analysis, electronic communication, use of hardware and software packages) and related ethics and impacts.

Prospective teachers in the Department have an understanding of assessment, both of program evaluation and students' progress. Knowledge in the use of multiple performance assessments, such as portfolios, computer simulations, problem-solving scenarios, school-based or work-based observation, are essential in providing feedback to students, parents, or employers in programs of occupational education.

Professional education includes knowledge about educational purposes and values and their economic, historical, and philosophical foundation. Prospective teachers in the Department develop an understanding of education's governance structure, financing, character, and culture at all levels.

DESCRIPTION OF DEPARTMENTAL ACTIVITIES RELATED TO CTL

Faculty within the Department of Occupational Studies proposed to accomplish the following objectives as related the Contextual Teaching and Learning Project:

- Infuse CTL into appropriate course syllabi and activities of the Department;
- Develop extensive CTL activities or experiences for preservice students in the Department that were congruent with the theoretical framework; and
- Disseminate Department CTL activities through publication, presentations, and web sites.

The following activities were proposed and accomplished by Departmental faculty members which reflect the objectives

- Reviewed and revised a majority of professional preparation courses in the Department to reflect CTL principles in course objectives, assignments, and evaluation. Professional education courses included EOCS 3010 Introduction to Occupational Studies; EOCS 4100 Principles and Practices of Career Education, EOCS 4350 Curriculum Planning in Occupational Studies; EOCS 4360 Instructional Strategies in Occupational Studies; and EOCS 5030 Organizing and Coordinating Work-Based Learning Programs. Course syllabi and activities are posted on the CTL project web page.
- Reviewed and revised the professional field experiences in the Department to reflect CTL principles in course objectives, assignments, and evaluation. Professional field experience courses included EOCS 2450 Practicum in Occupational Studies, EOCS 5450 Internship in Business and Industry, and EOCS 5460 Student Teaching in Occupational Studies. Course syllabi and activities are posted on the CTL project web page.

- Reviewed and revised content courses for undergraduate majors in business education, marketing education, and technological studies to reflect CTL principles in course objectives, assignments, and evaluation. Five courses in Business Education were revised; three courses in Marketing Education, and four courses in Technological Studies. Course syllabi and activities are posted on the CTL project web page.
- Selected faculty participated in CTL activities including industry tours and summer internships. Additionally, faculty conducted workshops and professional presentation on the infusion of CTL principles at local, state, and national meetings. Presentations are posted on the CTL project web page.

The following summary matrix defines which CTL categories were implemented into the professional courses, professional field experiences, and content courses. Working definitions of the CTL concepts infused within these experiences are as follows:

- Problem-based learning—An instructional approach using real-world problems as a context for student to learn critical thinking and problem skills.
- Project-based learning—An instructional approach in which concepts and skills are mastered in an authentic context involving a project.
- Inquiry-based learning—An instructional approach in which answer-seeking, solution, explanation or decision is sought or discovered within a contextualized learning situation.
- Work-based learning—An instructional approach in which participation in a work-based setting results in transfer of school experiences to work activities.
- Service-learning—A philosophy and methodology involving the application of skills in addressing or solving real-life problems in the community.
- Collaborative or cooperative learning—An instructional approach in which learning occurs in a group or from interactions with peers.
- Authentic assessment—An appraisal demonstrating mastered skills, concepts, and knowledge over time.
- Other—The item does not correspond to one of the above categories.

Participating Faculty Members:

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Dr. Helen Hall	_____
Dr. Roger Hill	_____
Dr. John Scott	_____
Dr. Bettye Smith	_____
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Dr. Wanda Stitt-Gohdes	_____
Dr. Robert Wicklein	_____