

Department of Occupational Studies
The University of Georgia
Spring 2003
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110a River's Crossing

Course Number: EOCS 3010 Introduction to Occupational Studies. 3 hours

Description: Teaching in an occupational studies discipline with emphasis on programs that prepare individuals for the workforce. Emphasis on historical and philosophical foundations of career and technical education programs.

Text:

Scott, J. L. & Sarkees-Wircenski, M. (2001). *Overview of career and technical education*. 2nd ed. Homewood, IL: American Technical Publishers, Inc:

Objectives:

1. Define the purposes, settings, curriculum, and components of career and technical education.
2. Describe the requirements for initial certification as a career and technical education teacher.
3. Analyze the role of primary institutions and agencies providing career and technical education.
4. Analyze trends and issues affecting the organization and operation of career and technical education.
5. Describe the organization, mission, and services of the Association of Career and Technical Education (ACTE).
6. Contrast the differences in educational philosophies of John Dewey and Charles Prosser as they affected the development of career and technical education.
7. Assess the effects of philosophical, economic, and sociological factors on our present and emerging system of career and technical education.
8. Articulate a beginning philosophy for a career and technical education program.
9. List the essential principles and characteristics of career and technical education programs.
10. Identify the major career and technical education program areas at the middle, high, and postsecondary levels.
11. Trace the evolution of career and technical education, i.e. learning how to work, through the ages.
12. Identify the major events in the development of career and technical education in colonial America.

13. Identify the major events in the development of career and technical education for nonwhite populations.
14. Describe the response of career and technical education to the increasingly diverse and multicultural nature of society.
15. Describe major provisions of the Federal legislation that resulted in a nation-wide system of career and technical education.
16. Identify the benefits and advantages that are provided by active student organizations in career and technical education for students, teachers, schools, and communities.
17. Identify components of contextual teaching and learning for career and technical education programs.
18. Utilize a professional portfolio to communicate professional abilities and accomplishments.

Topical Outline:

1. Professional development and initial teacher certification
2. Developing a professional portfolio
3. Purposes, settings, curriculum, and components of career and technical education
4. Principles and characteristics of career and technical education
5. Career and technical education programs
6. Institutions and agencies providing career and technical education
7. Major career and technical education philosophies: Dewey and Prosser
8. Developing a personal philosophy of career and technical education
9. Components of contextual teaching and learning
10. Career and technical education for diverse populations
11. Mission and services of professional organizations
12. Evolution of learning to work
13. Development of career and technical education in the colonial era
14. Development of career and technical education for nonwhite populations
15. Major career and technical Federal legislation
16. Effects of philosophical, economic and sociological factors on career and technical education
17. Benefits and advantages of career and technical vocational student organizations
18. Trends and issues in career and technical education
19. Development of lesson on selected topic area
20. Interview of student teacher and practicing teacher

Assignments and Evaluation:

1. Contribute to class discussions and activities. Complete class assignments. 15%

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| 2. Complete readings in text and others as assigned. Submit answers to self-assessment questions at the end of each chapter. | 20% |
| 3. Quizzes (3) | 20% |
| 4. Develop a report on the position of philosophy related to career and education. | 10% |
| 5. Present a selected topic, including a report, reflection, materials for class, and lesson plan. | 25% |
| 6. Compile a professional portfolio. | 5% |
| 7. Interview one senior student teacher and one inservice teacher in your program area. | 5% |

Specific evaluation criteria and rubrics with maximum points to be awarded for each evaluated activity will be provided for each of the above assignments. The grading scale is as follows:

- 92% of Total Maximum Points = A
- 85% of Total Maximum Points = B
- 75% of Total Maximum Points = C
- 65% of Total Maximum Points = D
- Below 65% of Total Points = F

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

University Honor Code and Academic Honesty Policy -- All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.