

COURSE SYLLABUS

The University of Georgia
Occupational Studies - Spring Semester, 2005

Course Title: Introduction to Occupational Studies

Course Number: EOCS 3010

Credit Hours: 03
Meets 1.25 hours TR
January 11 – April 28

Textbook:

Scott, J. L. & Sarkees-Wircenski, M. (2004). *Overview of career and technical education*. (3rd ed.). Homewood, IL: American Technical Publishers, Inc.

Suggested Resources

Standards for technological literacy: Content for the study of technology. (2000). International Technology Education Association. ISBN 1-887101-02-0. Order from www.ietawww.org or Amazon.com. Retrieved August, 2003 from <http://www.iteawww.org/TAA/PDFs/xstnd.pdf> [Technology Ed. Students].

Wong, H., & Wong, R. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Georgia Department of Education website- <http://www.doe.k12.ga.us/>

Georgia Systemic Teacher Education Program website- <http://www.coe.uga.edu/gstep/>

WebCT wesite – <http://webct.uga.edu>

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Note: Please use EOCS 3010 WebCt email addresses for correspondence.

Course Description

This course focuses on teaching in an occupational studies discipline with emphasis on programs that prepare individuals for the workforce. There is an emphasis on **historical** and philosophical foundations of career and technical education programs and **beginning teaching activities**.

Course Format

This course will be conducted using traditional and nontraditional methods of delivery. Traditionally, the course will use lecture, discussion, and small group activities. Nontraditionally, the course will be augmented with on-line, web based activities.

Course Objectives

At the completion of this course you will be exposed to the following beginning career and technical education teacher education topics and be able to perform the following:

- I. **Content & Curriculum** -- Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.
 1. Define the purposes, settings, curriculum, and components of career and technical education.
 2. Analyze the role of primary institutions and agencies providing career and technical education.
 3. Contrast the differences in educational philosophies of John Dewey and Charles Prosser as they affected the development of career and technical education.
 4. Assess the effects of philosophical, economic, and sociological factors on our present and emerging system of career and technical education.
 5. Identify a beginning philosophy for a career and technical education program.
 6. List the essential principles and characteristics of career and technical education programs.
 7. Identify the major career and technical education program areas at the middle, high, and postsecondary levels.
 8. Trace the evolution of career and technical education, i.e. learning how to work, through the ages.
 9. Identify the major events in the development of career and technical education in colonial America.
 10. Identify the major events in the development of career and technical education for nonwhite populations.
 11. Describe the response of career and technical education to the increasingly diverse and multicultural nature of society.
 12. Identify the benefits and advantages that are provided by active student organizations in career and technical education for students, teachers, schools, and communities.

- II. **Knowledge of Students & 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.
 1. Identify learning environments to help students understand content presented.

- IV. **Assessment** -- Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
 1. Articulate the differences between formal, informal, traditional, and authentic

assessment.

V. Planning & Instruction -- Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.

1. Create and present a collaborative lesson plan, based on criteria presented for effective lesson design.
2. Design, plan, organize and execute a lesson plan toward a selected activity.

VI. Professionalism -- Teachers recognize, participate in, and contribute to teaching as a profession.

1. Utilize a professional portfolio to communicate professional abilities and accomplishments.
2. Analyze trends and issues affecting the organization and operation of career and technical education.
3. Describe the organization, mission, and services of the Association of Career and Technical Education (ACTE).
4. Describe major provisions of the Federal legislation that resulted in a nation-wide system of career and technical education.
5. Describe the requirements for initial certification as a career and technical education teacher.

COURSE TOPICS

As a general framework, I have identified several topical areas that we will cover this semester. These preliminary topics follow:

Introduction to Career and Technical Education

- Definition
- Program settings
- Secondary programs
- Postsecondary programs
- Trends, Issues, and New Directions (Chapters 1 and 9)
- Assumptions of CTE
- Reforms 80's and 90's

Philosophy of Career and Technical Education

- Defined
- Major philosophies
- Educational philosophies
- Philosophical controversy (Dewey, Prosser)

- Principles (traditional) of career and technical

Career and Technical Education Programs

- Overview and framework
- Agricultural
- Business
- Family and Consumer Sciences
- Health occupations
- Marketing
- Technical education
- Technology education
- Trade and industrial education
- Career and technical special needs programs
- Career and technical teacher education
- Factors and Forces in CTE
- Career and technical education teachers, guidance counselors, and administrators
- ACTE
- National Center for Research in Vocational Education

Career and Technical Education in America

- History (movements, technical schools,
- CTE Programs prior to 1917
- Commissions and Societies
- Dewey and Prosser on CTE Programs

Career and Technical Education for Nonwhite Americans

- Segregated schools (ethnic groups)
- CTE for African-Americans
- Two Philosophers
- African-American normal schools, colleges, and universities
- Hampton
- Tuskegee
- Land-grant

Legislation and Career and Technical Education

- Acts and Amendments
- Legislative updates

Student Organizations in Career and Technical Education

- Development of student organizations
- Legislation and student organizations
- Purposes of student organizations
- Relationship to programs

- General characteristics
- Benefits, advantages, barriers
- Special populations
- Ten nationally recognized CTE student organizations

Evolution of Career and Technical Education

- Early Beginning in Europe and Asia
- Middle Ages
- Educational Reformers in Europe
- Industrial Civilization
- Power Age

COURSE REQUIREMENTS

1. **Attendance.** Class Attendance is extremely important. As a preservice teacher, I expect you to attend every class. Absences or tardiness significantly interfere with your ability to attain stated course objectives. There are no excused or unexcused absences. Final grades will be lowered one grade level for excessive absences (5 or more) and tardiness (75 minutes of arriving late and/or leaving early).

2. **Class Participation.** This is a class that utilizes the first three levels of Bloom’s taxonomy, **knowledge, comprehension, and application.** In order to obtain the most from this class, you must actively participate in the readings, discussions, and class activities.

3. **Assignments.** Your assignments should follow the **guidelines** provided, be informative, and well-researched. All assignments should follow APA guidelines. Assignments will not be accepted after the due date. Students will be responsible for self-assessment (rubric provided).

COURSE ASSIGNMENTS AND GRADING

Activity	Points
Attendance	5
Exams (3 @ 20)	60
Interview, student teacher & in-service teacher	5
Internet assignments	5
Group presentation	10
On-line Chat	10
Beginning professional teaching portfolio	<u>5</u>
Total	100

All assignments should be typed/word processed, double-spaced, written in narrative form, and use APA when appropriate.

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:

90% and above = A

80% to 89% = B

70% to 79% = C

60% to 69% = D

Below 60% = F

Due Dates

Assignments are due on the following dates.

<u>Activity</u>	<u>Proposed Due Date</u>
Exam 1	Feb. (1 st week)
Exam 2	March (3 rd week)
Exam 3	May 5
Internet assignments	Feb. 22, April 12
Interview	Feb. 17 (Chapter 2)
On-line Chats	Varies
Group Presentation	April 14, 19, 21, 26
Complete Portfolio	April 28

NOTE: The completed portfolio is due Thursday, April 28, 2005. All work must be complete and in the portfolio.

The course syllabus and schedule are a general plan for the course; deviations 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.

THE GSTEP FRAMEWORK is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

Mission

The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and

the domains of teaching, research, and service.

The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.

vision

The College of Education at the University of Georgia will be known for outstanding scholarship, leadership, collaboration, contribution, excellence in education, communication, and professions fostering health and well-being in order to revitalize education and learning and promote the general health and welfare of a democratic society.

ASSIGNMENTS

This course will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:

1. Exams (comprehensive to chapters covered, objective).
2. Interview. You will be responsible for interviewing one in-service teacher and one student teacher (who is a senior) in your program area. You will be provided with a list of possible contacts and a list of interview questions. A rubric will accompany this assignment.
3. Internet activities. Two internet activities concerning ACTE and CTSO comprise this assignment. You will be responsible for answering questions posted on WebCT.
4. On-line chat. To augment the traditional class meetings, some on-line classes will be held. A summary, reflective paper will follow this assignment.
5. Prepare and present a **group presentation** on a leader or a contemporary initiative leader in career and technical education (chosen from a list provided by the instructor). The purpose of this presentation is to help you develop research, writing, and presentation skills, and to encourage critical and creative thinking about an assigned topic. Research has indicated that there is no higher form of learning and retention than to have to teach a topic to others. The group presentation will be approximately **20 minutes** and should include the following: (1) utilize modern presentation technology, (2) be guided by a detailed lesson plan, (3) have a supporting handout, (4) be interesting and informative, and (5) involve the class members in some manner. You must summarize the information provided to you through the group presentation feedback forms.
6. You are to **prepare and submit an Introduction to the Profession portfolio**. Assignment sheet will be provided.

TENTATIVE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 11	Orientation to course Assignments	
Jan. 13	Professional Development Profession (attributes, characteristics, profile) Teacher Certification PRAXIS I and II	
Jan. 18	Introduction to Career and Technical Education Definition, Program Settings Secondary and Postsecondary Programs Trends for CTE Reform New directions	Chapter 1 Chapter 9
Jan. 20	Introduction to Career and Technical Education Secondary and Postsecondary Programs Trends for CTE Reform New directions	Chapter 1 Chapter 9
Jan. 25	Philosophy of CTE	Chapter 9
Jan. 27	Philosophy of CTE	Chapter 9
Feb. 1	Philosophy of CTE Chat Room	
Feb. 3	Exam 1 / CTE Programs	Chapter 2
Feb. 8	CTE Programs	Chapter 2
Feb. 10	CTE Programs	Chapter 2
Feb. 15	CTE in America	Chapter 4
Feb. 17	CTE in America	Chapter 4
Feb. 22	CTE in America	Chapter 4

Feb. 24	CTE in America Chat Room	Chapter 4
March 1	CTE in America for Nonwhites	Chapter 5
March 3	CTE in America for Nonwhites	Chapter 5
March 8	CTE in America for Nonwhites	Chapter 5
March 10	CTE in America for Nonwhites	Chapter 5
March 14-18	Spring Break	
March 22	Exam 2 / Legislation in CTE	Chapter 6
March 24	Legislation in CTE	Chapter 6
March 29	Legislation in CTE	Chapter 6
March 31	Legislation in CTE	Chapter 6
April 5	Student Organizations	Chapters 7, 8
April 7	Student Organizations	Chapters 7, 8
April 12	Evolution of CTE	Chapters 7, 8
April 14	Evolution of CTE / Presentations	Chapters 7, 8
April 19	Presentations	Chapter 3
April 21	Presentations	Chapter 3
April 26	Presentations	
April 28	Presentations / Last day of class	
May 5	Exam 3	

Class Participation Criteria

1. Attends all sessions.
2. Maintains a positive attitude toward the course, fellow classmates, and the instructor.
3. Is punctual to class.
4. Shares appropriate materials with instructor and classmates.
5. Keeps materials organized at your station and cleans area after class.
6. Brings required materials to class including textbook, note pads, and pen or pencil.
7. Prepares the room in advance for all presentations.
8. Submits required materials on time.
9. Makes arrangements to pick up portfolio following scoring at the end of the semester.
10. Returns all loaned materials before/by the last day of class.
11. Keeps notes of important information presented in class.
12. Works cooperatively in small group sessions.
13. Participates in class by asking questions and offering ideas or concerns.
14. Provides information on any concerns on the class feedback forms.
15. Provides positive, constructive feedback to class presenters on the feedback forms.
16. Prepares all video and computer driven presentation equipment before any presentation.