

**Department of Workforce Education, Leadership,
And Social Foundations
The University of Georgia**

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

Fall 2005

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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 and beginning teaching activities.

Text:

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

Suggested Resources (first four used in Curriculum & Methods):

Bott, P. A. (1998). *Teaching your occupations to others*. Allyn and Bacon: Boston, MS.

Department of Occupational Studies (2002). *Practicum and student teaching handbook*.

Retrieve from <http://www.coe.uga.edu/occstudies/handbook/>

Edmunds, N. A., & Smith, C. L. (2001). *Learning to teach*. Association for Career and Technical Education: Alexandria, VA.

Smith, C. L., & Edmunds, N. A. (1999). *Career and technical educator's survival guide*. Association for Career and Technical Education: Alexandria, VA.

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.

Stitt-Gohdes, W. L. (2002). *The business education profession: principles and practices*. Delta Pi Epsilon.

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: 111.doe.k.12.ga.us

Georgia Systemic Teacher Education Program (GSTEP): www.coe.uga.edu/gstep/

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.

- Define the purposes, settings, curriculum, and components of career and technical education.
 - Analyze the role of primary institutions and agencies providing career and technical education.
 - Contrast the differences in educational philosophies of John Dewey and Charles Prosser as they affected the development of career and technical education.
 - Assess the effects of philosophical, economic, and sociological factors on our present and emerging system of career and technical education.
 - Identify a beginning philosophy for a career and technical education program.
 - Articulate the foundations of career and technical education through a scholarly report.
 - List the essential principles and characteristics of career and technical education programs.
 - Identify the major career and technical education program areas at the middle, high, and postsecondary levels.
 - Trace the evolution of career and technical education, i.e. learning how to work, through the ages.
 - Identify the major events in the development of career and technical education in colonial America.
 - Identify the major events in the development of career and technical education for nonwhite populations.
 - Describe the response of career and technical education to the increasingly diverse and multicultural nature of society.
 - 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.
- Identify learning environments and styles of learning 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.
- 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.
- Create and present a collaborative lesson plan, based on criteria presented for effective lesson design.
 - 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.
- Utilize a professional portfolio to communicate professional abilities and accomplishments.

- Define the use of Individualized Education Plans.
- Analyze trends and issues affecting the organization and operation of career and technical education.
- Describe the organization, mission, and services of the Association of Career and Technical Education (ACTE).
- Describe major provisions of the Federal legislation that resulted in a nation-wide system of career and technical education.
- Describe the requirements for initial certification as a career and technical education teacher.

Assignments and Evaluation:	Points	% of grade
1. End-of-chapter self-assessments	90	10.3
2. Foundations of CTE paper (philosophy)	150	17.1
3. Quizzes (3 @ 100 points each)	300	34.2
4. Interviews (2 @ 50 points each)	100	11.4
5. Group chapter presentations (2 @ 25 points each)	50	5.7
6. Presentation of lesson plan	100	11.4
7. Portfolio entries	50	5.7
8. Internet assignments	<u>36.5</u>	<u>4.2</u>
Total possible points	876.5	100

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

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.

Thursday, Aug. 18	Introductions and course overview
Tuesday, Aug. 23	Overview of CTE; Characteristics of CTE teachers
Thursday, Aug. 25	Video: Learning to work/Working to Learn ACTE Internet activity due
Tuesday, Aug. 30	Video: Education
Thursday, Sept. 1	Ch. 1: Defining Career & Technical Education
Tuesday, Sept. 6	Professionalism; Portfolio development Ch. 1 self-assessment questions due
Thursday, Sept. 8	Ch. 9: Philosophy of Career & Technical Education
Tuesday, Sept. 13	Ch. 9 cont'd.
Thursday, Sept. 15	Lesson planning Ch. 9 self-assessment questions due
Tuesday, Sept. 20	Lesson planning cont'd.
Thursday, Sept. 22	Ch. 2: Career and Technical Education Programs: student presentations
Tuesday, Sept. 27	Ch. 2, cont'd.; student presentations
Thursday, Sept. 29	Meet with Workforce Education program coordinators Ch. 2 self-assessment questions due Draft of foundations/philosophy paper due
Tuesday, Oct. 4	Meet with Workforce Education program coordinators
Thursday, Oct. 6	Quiz 1: Chapters 1, 2, 9; WebCt
Tuesday, Oct. 11	Discussion of first interviews First interview report due
Thursday, Oct. 13	Ch. 3: Evolution of Career and Technical Education: student presentations
Tuesday, Oct. 18	Ch. 3, cont'd.; student presentations
Thursday, Oct. 20	Ch. 4: Early Career and Technical Education in America Foundations/philosophy paper due
Tuesday, Oct. 25	Ch. 4, cont'd.; video: "The Common School" Ch. 3 self-assessment questions due
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Thursday, Oct. 28	Fall Break!

Tuesday, Nov. 1	Video: "As American as Public School" Ch. 4 self-assessment questions due
Thursday, Nov. 3	Ch. 5: Early Career and Technical Education for Nonwhite Americans
Tuesday, Nov. 8	Video: "A Struggle for Educational Equality;" Ch. 5, cont'd. Ch. 5 self-assessment questions due
Thursday, Nov. 10	Quiz 2: Chapters 3, 4, 5; WebCt
Tuesday, Nov. 15	Ch. 6: Federal Workforce Legislation
Thursday, Nov. 17	Ch. 7: Development of Career and Technical Student Organizations Second interview report due
Tuesday, Nov. 22	CTSO Internet activity Ch. 6 self-assessment questions due
Thursday, Nov. 24	Thanksgiving break!
Tuesday, Nov. 29	Dr. Richard Lynch, Professor, Workforce Education Portfolio due
Thursday, Dec. 1	Ch. 8: Ten National Student Organizations Ch. 7 self-assessment questions due
Tuesday, Dec. 6	Presentation of lesson plans Ch. 8 self-assessment questions due
Thursday, Dec. 8	Presentation of lesson plans Quiz 3: Chapters 6, 7, 8; WebCt

Assignments, due dates, and submission information: All assignments must include correct syntax (spelling, grammar, punctuation). Please pay attention to the submission information, i.e., whether the assignment is to be submitted via WebCt or in class. All WebCt assignments are due at the end of class on the date indicated. You may submit assignments late; however, you will lose one letter grade for every class meeting the assignment is late.

1. **End-of-chapter self assessment:** These assignments are to be submitted via **WebCt**. One point is earned for each question, for a total of 90 points for all nine chapters.

Chapter 1: numbers 1, 3, 7, 8, 9, 10, 12, 13, 15, 16; due Tuesday, September 6

Chapter 2: numbers 1, 3, 4, 14, 17, 19, 21, 22, 24, 27; due Thursday, September 29

Chapter 3: numbers 1, 2, 9, 11, 20, 24, 25, 26, 30, 31; due Tuesday, October 25

Chapter 4: numbers 5, 6, 10, 13, 17, 21, 26, 32, 41, 42; due Tuesday, November 1

Chapter 5: numbers 1, 3, 5, 9, 12, 15, 18, 19, 26, 28; due Tuesday, November 8

Chapter 6: numbers 1, 2, 8, 12, 14, 21, 28, 33, 37, 45, 48, 50, 51, 55, 59, 60; due Tuesday, November 22

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Chapter 7: numbers 1, 2, 3, 4, 5, 6; due Thursday, December 1

Chapter 8: numbers 1, 2, 3, 4, 5, 6, 7, 8; due Tuesday, December 6

Chapter 9: numbers 1, 2, 3, 7, 8, 10, 11, 16, 18, 19; due Thursday, September 15

2. **Foundations of career and technical education/philosophy paper:** A personal philosophy of education is important for everyone who chooses teaching as a career. One's philosophy, consciously or unconsciously, influences all we do as educators, especially how we deal with students. So, based on our discussion in class and information from chapter 9 in your textbook, your task here is to develop your own philosophy of education in general and then specifically with regard to your program area under the career and technical education umbrella. The educational philosophy you most closely align with must be identified as well as the broad philosophy which serves as its foundation. Your paper should discuss, from your philosophical perspective, the purpose of schools, the purpose of career and technical education and your specific program area, and how you perceive learners and teachers under the CTE umbrella. A **draft** of the paper is due on **Thursday, September 29**, in class.

The paper and draft must be keyboarded, double spaced, with five-space paragraph indentions. You must use correct mechanics which include correct grammar, spelling, punctuation, sentence construction, and use of correct homonyms (e.g., affect, effect; compliment, complement), while avoiding non-word errors (e.g., a lot). The final paper is due **Thursday, October 20, in class**.

3. **Quizzes:** There will be three quizzes this semester, each worth 100 points, for a total of 300 points. All quizzes will be taken via WebCt. The quiz dates are: **Quiz 1, Thursday, October 6; Quiz 2, Thursday, November 10; Quiz 3, Thursday, December 8**. With the exception of Thursday, December 8, there will be no class the day of the quiz. Each quiz will be available from 6:30 a.m. to 11:30 p.m.

4. **Interviews:** For this assignment, you will conduct two interviews: one with a senior student and one with a classroom teacher in your program area. The purpose of these interviews is to learn how they chose to become a CTE teacher, what significantly affected their decision, and how pleased they are with their choice. Thus, you may consider these questions to guide your interviews with the students: Why/how did you choose your program area as a major? How beneficial were the early field experiences in helping confirm or not your decision to become a teacher? What aspect/s of your coursework was/were most helpful in preparing you for the classroom? And these questions may be helpful in the interview with a classroom teacher: Why/how did you choose to teach in your program area? Do you perceive that CTE students are treated differently at your school? Why or why not? What are the biggest challenges you face as a CTE teacher? Each interview is worth 50 points each, for a total of 100 points. The first interview is due **Tuesday, October 11**. The second interview is due **Thursday, November 17**.

5. **Group chapter presentations:** The class will be divided into five small groups in order to present the information from chapters 2 and 3. You will meet together to plan how the chapters will be divided. The information from chapter 2 will be presented on **Thursday, September 22**, and **Tuesday, September 27**, respectively. The information from chapter 3 will be presented on **Thursday, October 13**, and **Tuesday, October 18**. Your method of presentation is your choice. You may choose to use PowerPoint slides or not. You are limited only by your own creativity! You will earn 50 points for each presentation for a total of 100.

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6. **Presentation of lesson plans:** Due to the limited time available, rather than each of you teaching an

entire lesson, you will develop a lesson plan and present it to the class. You will be provided with a lesson plan template, similar to that you will use later in the Instructional Strategies class and for student teaching. You must choose a topic from a class you will teach later as a student teacher and classroom teacher. All materials must be included. These lesson plans, worth 50 points, will be presented to the class on **Tuesday, December 6**, and **Thursday, December 8**.

7. **Portfolio:** This assignment lays the foundation for the portfolio you will develop as you move through the professional education classes in your major. This assignment has been designed to align with the Georgia Systemic Teacher Education Program (GSTEP) Framework and the National Board for Professional Teaching Standards (NBPTS). All documents included in the portfolio should be evidence of **your** work within the framework area; do not include documents created by other people. Guidelines for how the portfolio should be developed and in what format (hard copy, CD, etc.) it should be submitted with be discussed in class. Due **Tuesday, November 29**.

8. **Internet assignments:** You will complete two assignments in which you will gather information using the Internet. The ACTE Internet activity is due **Thursday, August 25**, and will be submitted via **WebCt**. It is worth 11.5 points (1/2 point for each correct answer). The CTSO activity is due **Tuesday, November 22**, and will be submitted via **WebCt**, and will be the lone class activity that day; thus, we will not meet as a class. It is worth 25 points and will be submitted via **WebCt**.

Attendance and participation: You should make every effort both to attend and to participate in the class, as the latter is, of course, one of its goals. Attendance records start with the first day of class—not the first day you choose to attend. You are permitted two unexcused absences without penalty. Three unexcused absences result in your final course grade being lowered **one full letter grade**. Four unexcused absences result in your final course grade being lowered **two full letter grades**. Five or more unexcused absences result in your final course grade being lowered **three full letter grades**. Multiple class tardies will result in similar penalties. Please keep in mind that tardiness is a disruption and not condoned. If you are forced to arrive late, please speak with me outside of class about the reason for your lateness.