

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

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

Fall 2007

Dr. Wanda L. Stitt-Gohdes

Office: 225 River's Crossing; 706.542.4078

E-mail: WLSG@uga.edu

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:

Gray, Kenneth C., & Herr, Edwin L. (1998). *Workforce education: the basics*. Boston: Allyn & Bacon.

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

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

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

Retrieve from <http://www.coe.uga.edu/occestudies/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: www.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.
 - 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.
 - 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.
 - 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. Philosophy paper	150	20
2. Quizzes (n = 4)	185	26
3. Interviews (2 @ 50 points each)	100	14
4. Group chapter presentations	100	14
5. Teaching demonstration	100	14
6. Portfolio entries	54	7
7. Internet assignments	<u>36.5</u>	5
Total possible points	880.5	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 706-542-8719 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.

Tentative Class Schedule

Thursday, Aug. 16	Introductions and course overview
Tuesday, Aug. 21	Ch. 1, Historical, Philosophical, and Ethical Foundations
Thursday, Aug. 23	Ch. 1, cont'd.
Tuesday, Aug. 28	Philosophies of Education
Thursday, Aug. 30	Ch. 2: The Mission: Promoting Career Opportunities for Individuals
Tuesday, Sept. 4	Ch. 3, The Mission: Developing the Nation's Workforce

Thursday, Sept. 6	Career & Technical Education Legislation: student presentations
Tuesday, Sept. 11	Ch. 4, Economic Foundations of Workforce Education Philosophy paper draft due
Thursday, Sept. 13	Ch. 5, Labor Market Basics Quiz 1: Chapters 1, 2, 3 (online)
Tuesday, Sept. 18	Ch. 6, Sociological Foundations of Workforce Education First interview due
Thursday, Sept. 20	Ch. 6, cont'd. ACTE internet activity due
Tuesday, Sept. 25	Ch. 7, Career Development Theory
Thursday, Sept. 27	Career & Technical Student Organizations: student presentations
Tuesday, Oct. 2	Ch. 8, Workforce Education Curriculum Design Philosophy paper due
Thursday, Oct. 4	Ch. 8, cont'd. Quiz 2: Chapters 4, 5, 6, 7 (online)
Tuesday, Oct. 9	Ch. 9, Instructional Design in Workforce Education CTSO internet activity due
Thursday, Oct. 11	Ch. 10, Curriculum Content
Tuesday, Oct. 16	Ch. 10, cont'd.
Thursday, Oct. 18	Ch. 11, The Transitional Services: Job Placement
Tuesday, Oct. 23	Ch. 12, Career Guidance Second interview due
Thursday, Oct. 25	Fall Break! Go Dawgs!
Tuesday, Oct. 30	Lesson Planning & Instruction
Thursday, Nov. 1	Ch. 13, Workforce Education Policy Ch. 14, Public Sector Provider of Workforce Education Programs & Issues Quiz 3: Chapters 8, 9, 10, 11, 12 (online)
Tuesday, Nov. 6	Ch. 14, cont'd. Ch. 15, Human Resource Development in Business & Industry
Thursday, Nov. 8	CTE Program Descriptions: student presentations

Tuesday, Nov. 13	CTE Program Descriptions: student presentations
Thursday, Nov. 15	No class meeting
Tuesday, Nov. 20	Teaching demonstrations Quiz 4: Chapters 13, 14, 15 (online)
Thursday, Nov. 22	Thanksgiving break!
Tuesday, Nov. 27	Teaching demonstrations Portfolio due
Thursday, Nov. 29	Teaching demonstrations
Tuesday, Dec. 4 or 6	Teaching demonstrations

Assignments, due dates, and submission information: All assignments must include correct syntax (spelling, grammar, punctuation). All 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. **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 handouts provided, 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 career and technical education broadly and your program area specifically. A **draft** of the paper is due on **Tuesday, September 11**, in class.

The draft and paper 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 **Tuesday, October 2, in class**. (150 points; rubric provided)

2. **Quizzes:** There will be four quizzes this semester, worth a total of 300 points. All quizzes will be taken via WebCt. The quiz dates are: **Quiz 1, Thursday, September 13; Quiz 2, Thursday, October 5; Quiz 3, Thursday, November 1; and Quiz 4, Tuesday, November 20**. Each quiz will be available from 6:30 a.m. to 11:30 p.m.

3. **Interviews:** For this assignment, you will conduct two interviews: one with a senior student in your major 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, September 18**. The second interview is due **Tuesday, October 23**.

4. **Group chapter presentations:** The class will be divided into four small groups in order to present the information on three topics important to future career and technical education teachers. You will meet together to plan how the chapters will be divided. The information on vocational and career/technical federal legislation will be presented on **Thursday, September 6**. The material on career and technical student organizations will be presented on **Thursday, September 27**. Materials on the program descriptions under the career and technical education umbrella will be presented on **Thursday and Tuesday, November 8 and 13**. 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 100 points the presentation.

5. **Teaching demonstrations:** You will develop a 20-minute lesson plan and teach 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 teaching demonstrations, worth 100 points, will be presented to the class beginning on **Tuesday, November 20** and continuing through **Tuesday, December 4/Thursday, December 6**.

6. **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 will be discussed in class. Due **Tuesday, November 27** (50 points; rubric provided)

8. **Internet assignments:** You will complete two assignments in which you will gather information using the Internet. The ACTE Internet activity is due in class on **Thursday, September 20**. It is worth 11.5 points (1/2 point for each correct answer). The CTSO activity is due in class **Tuesday, October 9**. It is worth 25 points (1/2 point for each correct answer).

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.