October 10, 2012

UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

Mr. David E. Shipley, Chair
Agricultural and Environmental Sciences - Dr. T. Dean Pringle
Arts and Sciences -   Dr. Timothy Gupton (Arts)
                      Dr. Rodney Mauricio (Sciences)
Business - Dr. William D. Lastrapes
Ecology - Dr. James W. Porter
Education - Dr. William G. Wraga
Engineering – Dr. Sidney Thompson
Environment and Design - Mr. David Spooner
Family and Consumer Sciences - Dr. Silvia Giraudo
Forestry and Natural Resources - Dr. Sarah F. Covert
Journalism and Mass Communication - Dr. Alison F. Alexander
Law – No representative
Pharmacy - Dr. Keith N. Herist
Public and International Affairs - Dr. Robert Grafstein
Public Health – Dr. Marsha C. Black
Social Work – Dr. Kristina Jaskyte
Veterinary Medicine - Dr. Scott A. Brown
Graduate School - Dr. Tracie E. Costantino
Ex-Officio – Provost Jere W. Morehead
Undergraduate Student Representative – Mr. Pranay Udutha
Graduate Student Representative – Mr. Garrett Jaeger

Dear Colleagues:

The attached proposal for the following new Areas of Emphasis under the major in Workforce Education (M.A.T.) will be an agenda item for the October 17, 2012, Full University Curriculum Committee:

> Area of Emphasis in Business Education
> Area of Emphasis in Family and Consumer Sciences Education
> Area of Emphasis in Healthcare Science and Technology Education
> Area of Emphasis in Marketing Education
> Area of Emphasis in Technology Education
> Area of Emphasis in Trade and Industrial Education

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
        Dr. Laura D. Jolly

Executive Committee, Benefits Committee, Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/ Staff Parking Appeals Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee
An Equal Opportunity/Affirmative Action Institution

PROPOSAL FOR AREA OF EMPHASIS

School/College: College of Education

Department/Division: Workforce Education, Leadership, Social Foundations

Major: Workforce Education with these areas of emphasis: Business, Family & Consumer Sciences, Healthcare Science & Technology, Marketing, Technology, and Trade & Industrial Education

Major requirements: Please see attached programs of study (MAT)

Area of Emphasis Titles:

- Business Education
- Family & Consumer Sciences Education
- Healthcare Science & Technology
- Marketing Education
- Technology Education
- Trade & Industrial Education

Proposed starting date: Fall semester 2012

Area of Emphasis Description: Please see attached programs of study for specific areas of emphasis for the MAT and supporting course outlines.

Signatures:

Department Head	Department	Date
	WELSF	8 MAY 2012
School/College Curriculum Cte. Ch.	School/College	Date
Uranda Pitt-Ghoter	LOE	7/3/12
Dean of Graduate School		Date
	CB	8/22/12
University Curriculum Committee Chair		Date

The University of Georgia
College of Education
PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)
Area of Emphasis: Business Education

NAME: _____   _____
ADDRESS: _____   _____
Street Address City, State, Zip
PHONE: _____   Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor's degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification in Business Education at the graduate level.

PROGRAM OF STUDY

Core Courses WFED 6010: Foundations of Work and Family Life; 3 semester hours
WFED 6360: Instructional Strategies in Workforce Education; 3 semester hours
WFED 7560: Diversity in Workforce Education and Work; 3 semester hours

Area of Emphasis
WFED 6350: Curriculum Planning in Workforce Education; 3 semester hours
WFED 7020: Assessing Student Learning in Workforce Education; 3 semester hours
WFED 7550: Students with Special Needs in Workforce Education; 3 semester hours

Educational Psychology *(select one course)*

EPSY 6010: Foundations of Human Development 3 semester hours
EPSY 6060: Foundations of Motivation 3 semester hours
EPSY 6800: Foundations of Cognition 3 semester hours
ERSH 6200: Methods of Research in Education 3 semester hours

Teaching Internship
WFED 7460: Internship in Teaching Workforce Education* 12 semester hours

Selected Courses for certification *(refer to next page)*
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
Minimum Hours for Degree 48 semester hours

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

Selected courses: To be determined by the student and advisor based on student's background, career goals and certification requirements:

Business Education Selected Courses
EBUS 6010 Business Communication (3 Hrs)
EBUS 7050 Introduction to Programming for Workforce Education (3 Hrs)
EBUS 7060 Desktop Publishing in Workforce Education (3 Hrs)
EBUS 7070 Office Management (3 Hrs)
EBUS 7080 Network Design and Administration for Workforce Education (3 Hrs)
EBUS 7100 Systems Analysis and Design for Workforce Education (3 Hrs)
EBUS 7760 Consumer Financial Planning (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Family and Consumer Sciences Education Selected Courses
EFCS 7600 Nutrition Education (3 Hrs)
And/Or selected graduate courses offered in the College of Family and Consumer Sciences

Marketing Education Selected Courses he student and advisor based on
EMKT 6100 Economic Foundations for Work-Based Education (3 Hrs)
EMKT 6110 Marketing and Business Foundations of Work-Based Education (3 Hrs)
EMKT 6120 Human Resource Foundations in Work-Based Education (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Technological Studies Selected Courses
ETES 7010 Technology and Society (3 Hrs)
ETES 7020 Communication Systems (3 Hrs)
ETES 7025 Technical Design Graphics (3 Hrs)
ETES 7030 Manufacturing Systems (3 Hrs)
ETES 7040 Construction Systems (3 Hrs)
ETES 7060 Energy Systems (3 Hrs)
ETES 7070 Research and Experimentation (3 Hrs)
ETES 7140 Laboratory Planning, Management, and Safety (3 Hrs)
ETES 7080 Critical Issues in Technological Studies (3 Hrs)
ETES 7090 Principles of Technology (3 Hrs)
ETES 7100 Appropriate Technological Development (3 Hrs)

Agricultural Education Selected Courses
EAGR 6010 Agricultural Education Leadership (3 Hrs)
EAGR 6340 Developing Community Programs in Agriculture (3 Hrs)
EAGR 6350 Curriculum Planning in Agricultural Education (3 Hrs)
EAGR 6360 Instructional Strategies in Agricultural Education (3 Hrs)
EAGR 7020 Methods of Instruction in Agricultural Education (3 Hrs)
And/Or selected graduate courses offered in the College of Agriculture and Environmental Science

Workforce Education Selected Courses
WFED 6100 Principles and Practices of Career Education (3 Hrs)
WFED 7030 Organizing and Coordinating Work and Community-Based Education Programs (3 Hrs)
WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

The University of Georgia
College of Education

PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)
Area of Emphasis: Family & Consumer Sciences Education

NAME: _____   _____
ADDRESS: _____   _____
Street Address City, State, Zip
PHONE: _____   Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor's degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification in Family & Consumer Sciences Education at the graduate level.

PROGRAM OF STUDY

Core Courses WFED 6010: Foundations of Work and Family Life; 3 semester hours
WFED 6360: Instructional Strategies in Workforce Education; 3 semester hours
WFED 7560: Diversity in Workforce Education and Work; 3 semester hours

Area of Emphasis
WFED 6350: Curriculum Planning in Workforce Education; 3 semester hours
WFED 7020: Assessing Student Learning in Workforce Education; 3 semester hours
WFED 7550: Students with Special Needs in Workforce Education; 3 semester hours

Educational Psychology *(select one course)*

EPSY 6010: Foundations of Human Development 3 semester hours
EPSY 6060: Foundations of Motivation 3 semester hours
EPSY 6800: Foundations of Cognition 3 semester hours
ERSH 6200: Methods of Research in Education 3 semester hours

Teaching Internship
WFED 7460: Internship in Teaching Workforce Education* 12 semester hours

Selected Courses for certification *(refer to next page)*
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
Minimum Hours for Degree 48 semester hours

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

Selected courses: To be determined by the student and advisor based on student's background, career goals and certification requirements:

Business Education Selected Courses
EBUS 6010 Business Communication (3 Hrs)
EBUS 7050 Introduction to Programming for Workforce Education (3 Hrs)
EBUS 7060 Desktop Publishing in Workforce Education (3 Hrs)
EBUS 7070 Office Management (3 Hrs)
EBUS 7080 Network Design and Administration for Workforce Education (3 Hrs)
EBUS 7100 Systems Analysis and Design for Workforce Education (3 Hrs)
EBUS 7760 Consumer Financial Planning (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Family and Consumer Sciences Education Selected Courses
EFCS 7600 Nutrition Education (3 Hrs)
And/Or selected graduate courses offered in the College of Family and Consumer Sciences

Marketing Education Selected Courses
EMKT 6100 Economic Foundations for Work-Based Education (3 Hrs)
EMKT 6110 Marketing and Business Foundations of Work-Based Education (3 Hrs)
EMKT 6120 Human Resource Foundations in Work-Based Education (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Technological Studies Selected Courses
ETES 7010 Technology and Society (3 Hrs)
ETES 7020 Communication Systems (3 Hrs)
ETES 7025 Technical Design Graphics (3 Hrs)
ETES 7030 Manufacturing Systems (3 Hrs)
ETES 7040 Construction Systems (3 Hrs)
ETES 7060 Energy Systems (3 Hrs)
ETES 7070 Research and Experimentation (3 Hrs)
ETES 7140 Laboratory Planning, Management, and Safety (3 Hrs)
ETES 7080 Critical Issues in Technological Studies (3 Hrs)
ETES 7090 Principles of Technology (3 Hrs)
ETES 7100 Appropriate Technological Development (3 Hrs)

Agricultural Education Selected Courses
EAGR 6010 Agricultural Education Leadership (3 Hrs)
EAGR 6340 Developing Community Programs in Agriculture (3 Hrs)
EAGR 6350 Curriculum Planning in Agricultural Education (3 Hrs)
EAGR 6360 Instructional Strategies in Agricultural Education (3 Hrs)
EAGR 7020 Methods of Instruction in Agricultural Education (3 Hrs)
And/Or selected graduate courses offered in the College of Agriculture and Environmental Science

Workforce Education Selected Courses
WFED 6100 Principles and Practices of Career Education (3 Hrs)
WFED 7030 Organizing and Coordinating Work and Community-Based Education Programs (3 Hrs)
WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

The University of Georgia
College of Education

PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)
Area of Emphasis: Healthcare Science & Technology

NAME: _____ _____

ADDRESS: _____ _____

Street Address City, State, Zip

PHONE: _____ Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor's degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification in Healthcare Science & Technology at the graduate level.

PROGRAM OF STUDY

Core Courses WFED 6010: Foundations of Work and Family Life; 3 semester hours
WFED 6360: Instructional Strategies in Workforce Education; 3 semester hours
WFED 7560: Diversity in Workforce Education and Work; 3 semester hours

Area of Emphasis
WFED 6350: Curriculum Planning in Workforce Education; 3 semester hours
WFED 7020: Assessing Student Learning in Workforce Education; 3 semester hours
WFED 7550: Students with Special Needs in Workforce Education; 3 semester hours

Educational Psychology *(select one course)*

EPSY 6010: Foundations of Human Development 3 semester hours
EPSY 6060: Foundations of Motivation 3 semester hours
EPSY 6800: Foundations of Cognition 3 semester hours
ERSH 6200: Methods of Research in Education 3 semester hours

Teaching Internship
WFED 7460: Internship in Teaching Workforce Education* 12 semester hours

Selected Courses for certification *(refer to next page)*
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours

Minimum Hours for Degree 48 semester hours

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

Selected courses: To be determined by the student and advisor based on student's background, career goals and certification requirements:

Business Education Selected Courses
EBUS 6010 Business Communication (3 Hrs)
EBUS 7050 Introduction to Programming for Workforce Education (3 Hrs)
EBUS 7060 Desktop Publishing in Workforce Education (3 Hrs)
EBUS 7070 Office Management (3 Hrs)
EBUS 7080 Network Design and Administration for Workforce Education (3 Hrs)
EBUS 7100 Systems Analysis and Design for Workforce Education (3 Hrs)
EBUS 7760 Consumer Financial Planning (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Family and Consumer Sciences Education Selected Courses
EFCS 7600 Nutrition Education (3 Hrs)
And/Or selected graduate courses offered in the College of Family and Consumer Sciences

Marketing Education Selected Courses
EMKT 6100 Economic Foundations for Work-Based Education (3 Hrs)
EMKT 6110 Marketing and Business Foundations of Work-Based Education (3 Hrs)
EMKT 6120 Human Resource Foundations in Work-Based Education (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Technological Studies Selected Courses
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ETES 7020 Communication Systems (3 Hrs)
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ETES 7030 Manufacturing Systems (3 Hrs)
ETES 7040 Construction Systems (3 Hrs)
ETES 7060 Energy Systems (3 Hrs)
ETES 7070 Research and Experimentation (3 Hrs)
ETES 7140 Laboratory Planning, Management, and Safety (3 Hrs)
ETES 7080 Critical Issues in Technological Studies (3 Hrs)
ETES 7090 Principles of Technology (3 Hrs)
ETES 7100 Appropriate Technological Development (3 Hrs)

Agricultural Education Selected Courses
EAGR 6010 Agricultural Education Leadership (3 Hrs)
EAGR 6340 Developing Community Programs in Agriculture (3 Hrs)
EAGR 6350 Curriculum Planning in Agricultural Education (3 Hrs)
EAGR 6360 Instructional Strategies in Agricultural Education (3 Hrs)
EAGR 7020 Methods of Instruction in Agricultural Education (3 Hrs)
And/Or selected graduate courses offered in the College of Agriculture and Environmental Science

Workforce Education Selected Courses
WFED 6100 Principles and Practices of Career Education (3 Hrs)
WFED 7030 Organizing and Coordinating Work and Community-Based Education Programs (3 Hrs)
WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

The University of Georgia
College of Education
PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)
Area of Emphasis: Marketing Education

NAME: _____ _____

ADDRESS: _____ _____

Street Address City, State, Zip

PHONE: _____ Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor's degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification in Marketing Education at the graduate level.

PROGRAM OF STUDY

Core Courses WFED 6010: Foundations of Work and Family Life; 3 semester hours
WFED 6360: Instructional Strategies in Workforce Education; 3 semester hours
WFED 7560: Diversity in Workforce Education and Work; 3 semester hours

Area of Emphasis
WFED 6350: Curriculum Planning in Workforce Education; 3 semester hours
WFED 7020: Assessing Student Learning in Workforce Education; 3 semester hours
WFED 7550: Students with Special Needs in Workforce Education; 3 semester hours

Educational Psychology *(select one course)*

EPSY 6010: Foundations of Human Development 3 semester hours
EPSY 6060: Foundations of Motivation 3 semester hours
EPSY 6800: Foundations of Cognition 3 semester hours
ERSH 6200: Methods of Research in Education 3 semester hours

Teaching Internship
WFED 7460: Internship in Teaching Workforce Education* 12 semester hours

Selected Courses for certification *(refer to next page)*

_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours

Minimum Hours for Degree 48 semester hours

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

Selected courses: To be determined by the student and advisor based on student's background, career goals and certification requirements:

Business Education Selected Courses
EBUS 6010 Business Communication (3 Hrs)
EBUS 7050 Introduction to Programming for Workforce Education (3 Hrs)
EBUS 7060 Desktop Publishing in Workforce Education (3 Hrs)
EBUS 7070 Office Management (3 Hrs)
EBUS 7080 Network Design and Administration for Workforce Education (3 Hrs)
EBUS 7100 Systems Analysis and Design for Workforce Education (3 Hrs)
EBUS 7760 Consumer Financial Planning (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Family and Consumer Sciences Education Selected Courses
EFCS 7600 Nutrition Education (3 Hrs)
And/Or selected graduate courses offered in the College of Family and Consumer Sciences

Marketing Education Selected Courses
EMKT 6100 Economic Foundations for Work-Based Education (3 Hrs)
EMKT 6110 Marketing and Business Foundations of Work-Based Education (3 Hrs)
EMKT 6120 Human Resource Foundations in Work-Based Education (3 Hrs)
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ETES 7060 Energy Systems (3 Hrs)
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WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

The University of Georgia
College of Education

PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)
Area of Emphasis: Technology Education

NAME: _____ _____

ADDRESS: _____ _____

Street Address City, State, Zip

PHONE: _____ Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor's degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification in Technology Education at the graduate level.

PROGRAM OF STUDY

Core Courses WFED 6010: Foundations of Work and Family Life; 3 semester hours
WFED 6360: Instructional Strategies in Workforce Education; 3 semester hours
WFED 7560: Diversity in Workforce Education and Work; 3 semester hours

Area of Emphasis
WFED 6350: Curriculum Planning in Workforce Education; 3 semester hours
WFED 7020: Assessing Student Learning in Workforce Education; 3 semester hours
WFED 7550: Students with Special Needs in Workforce Education; 3 semester hours

Educational Psychology *(select one course)*

EPSY 6010: Foundations of Human Development 3 semester hours
EPSY 6060: Foundations of Motivation 3 semester hours
EPSY 6800: Foundations of Cognition 3 semester hours
ERSH 6200: Methods of Research in Education 3 semester hours

Teaching Internship
WFED 7460: Internship in Teaching Workforce Education* 12 semester hours

Selected Courses for certification *(refer to next page)*

_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours

Minimum Hours for Degree 48 semester hours

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

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EBUS 7100 Systems Analysis and Design for Workforce Education (3 Hrs)
EBUS 7760 Consumer Financial Planning (3 Hrs)
And/Or selected graduate courses offered in the Terry College of Business

Family and Consumer Sciences Education Selected Courses
EFCS 7600 Nutrition Education (3 Hrs)
And/Or selected graduate courses offered in the College of Family and Consumer Sciences

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And/Or selected graduate courses offered in the Terry College of Business

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ETES 7030 Manufacturing Systems (3 Hrs)
ETES 7040 Construction Systems (3 Hrs)
ETES 7060 Energy Systems (3 Hrs)
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ETES 7090 Principles of Technology (3 Hrs)
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And/Or selected graduate courses offered in the College of Agriculture and Environmental Science

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WFED 7030 Organizing and Coordinating Work and Community-Based Education Programs (3 Hrs)
WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

The University of Georgia
College of Education

PROGRAM OF WORKFORCE EDUCATION
Program Description for
Master of Arts in Teaching (MAT)
Area of Emphasis: Trade & Industrial Education

NAME: _____ _____

ADDRESS: _____ _____

Street Address City, State, Zip

PHONE: _____ Email: _____

PURPOSE: The MAT degree program in Workforce Education is designed for individuals who have completed a bachelor's degree in a field outside of education with specialization in an area related to career and technical education and are seeking initial teaching certification in Trade & Industrial Education at the graduate level.

PROGRAM OF STUDY

Core Courses WFED 6010: Foundations of Work and Family Life; 3 semester hours
WFED 6360: Instructional Strategies in Workforce Education; 3 semester hours
WFED 7560: Diversity in Workforce Education and Work; 3 semester hours

Area of Emphasis
WFED 6350: Curriculum Planning in Workforce Education; 3 semester hours
WFED 7020: Assessing Student Learning in Workforce Education; 3 semester hours
WFED 7550: Students with Special Needs in Workforce Education; 3 semester hours

Educational Psychology *(select one course)*

EPSY 6010: Foundations of Human Development 3 semester hours
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ERSH 6200: Methods of Research in Education 3 semester hours

Teaching Internship
WFED 7460: Internship in Teaching Workforce Education* 12 semester hours

Selected Courses for certification *(refer to next page)*
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours
_____ 3 semester hours

Minimum Hours for Degree 48 semester hours

Note: Teaching internship must either be a full-time student teaching experience for one-semester (12 semester hours) or a full-time employed teaching internship in a public school in the field and at the level for which certification is sought (6 semester hours fall semester, 6 semester hours spring semester).

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And/Or selected graduate courses offered in the Terry College of Business

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ETES 7080 Critical Issues in Technological Studies (3 Hrs)
ETES 7090 Principles of Technology (3 Hrs)
ETES 7100 Appropriate Technological Development (3 Hrs)

Agricultural Education Selected Courses
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EAGR 6360 Instructional Strategies in Agricultural Education (3 Hrs)
EAGR 7020 Methods of Instruction in Agricultural Education (3 Hrs)
And/Or selected graduate courses offered in the College of Agriculture and Environmental Science

Workforce Education Selected Courses
WFED 6100 Principles and Practices of Career Education (3 Hrs)
WFED 7030 Organizing and Coordinating Work and Community-Based Education Programs (3 Hrs)
WFED 7120 Needs Analysis in Workforce Education (3 Hrs)
WFED 7200 Evaluation of Programs in Workforce Education (3 Hrs)

WFED 4350/6350: Curriculum Planning in Workforce Education
Fall 2011
Instructor: Dr. Wanda L. Stitt-Gohdes
225 River's Crossing
Office Phone: 706-542-4078
Fax: 706-542-4054
Email: WLSG@uga.edu

Course Description:
Content identification, program organization, preparation of instructional objectives, and guidelines for selection and development of instructional materials for workforce education programs.

Resources:
1. Workforce Education Department: *Practicum & Student Teaching Handbook.*
   www.coe.uga.edu/welsf   Then click on "Students."

2. Georgia Department of Education
   Main website: www.doe.k12.ga.us
   Standards: www.georgiastandards.org
   Pathways: www.gactaern.org/index2.html

Course Framework:
Georgia Systemic Teacher Education Program (GSTEP)
GSTEP is developing coherent, high quality learning opportunities and support for preservice and novice teachers. Collaborations among university faculty, pre-kindergarten through twelfth grade teachers and administrators, the Board of Regents of the University System of Georgia, and the Professional Standards Commission are the core of GSTEP work and its success.

GSTEP Framework Guiding Principles: The following principles guided the development of the GSTEP Framework:

- **The Process Principle:** Learning to teach is a career-long process of development and growth.
- **The Support Principle:** All educators share responsibility for supporting their colleagues as professional peers.
- **The Ownership Principle:** Teachers design their own career paths.
- **The Impact Principle:** Effective teaching yields evidence of student learning and achievement.
- **The Equity Principle:** All students and teachers deserve equally high expectations and support.
- **The Dispositions Principle:** Productive dispositions positively affect student learning, teacher growth, and school climate.
- **The Technology Principle:** Teachers use technology to facilitate teaching, learning, community building, and resource acquisition.

I. Content and Curriculum: Teachers demonstrate a strong knowledge of content area appropriate for their certification levels.

1. Demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to career and technical education.
2. Understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for the diverse learners they teach.
3. Stay current in their subject areas as engaged learners and/or performers in their fields.
4. Relate content area to other subject areas and see connections to everyday life.
5. Carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area.
6. Interpret and construct school curriculum that reflects state and national content area standards.

II. Knowledge of Students and their Learning: Teachers support the intellectual, social, physical, and personal development of all students.

1. Believe all children can learn at high levels and hold high expectations for all.
2. Understand how learning occurs in general and in the content area (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
3. Be sensitive, alert, and responsive to all aspects of a child's well being.
4. Understand how factors in environments inside and outside of school may influence students' lives and learning.
5. Be informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
6. Establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well being.

III. Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

1. Create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
2. Organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
3. Understand and implement effective classroom management.
4. Recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
5. Are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
6. Access school, district, and community resources in order to foster students' learning and well-being.
7. Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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. Understand measurement theory and characteristics, uses, and issues of different assessments.
2. Use preassessment data to select or design clear, significant, varied, and appropriate student learning goals.
3. Choose, develop, and use classroom-based assessment methods appropriate for instruction.
4. Involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
5. Develop and use valid, equitable grading procedures based on student learning.
6. Use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
7. Use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
8. Be committed to using assessment to identify student strengths and needs and promote student growth.

4. Explain how you are or might incorporate this information into what you are or will be teaching.

Each article summary and use should be 1-2 pages in length. Please double space the document and use five-space paragraph indentions.

Each article summary is worth 50 points, for a total of 150 points for this assignment. **Due: Thursday, September 15.**

3. Unit Plan, Lesson Plans, & Table of Specifications: Develop a unit plan, supporting lesson plans, and a table of specifications. You will choose a unit you are currently teaching in your certification area (business, marketing, technology, healthcare science & technology, trade & industrial). You will develop unit objectives, develop lesson plans used to teach the materials and meet unit objectives, develop an end-of-unit assessment instrument/s, and develop a table of specifications. Further instructions will be provided. **Due: Tuesday, November 8; 180 points possible.**

4. Social Networking Tools in Instruction: Choose a course or pathway in your certification area you may be teaching and develop a way to use social networking tools such as Facebook or Twitter as a way to communicate with your students and they with you. This communication must be class based and **not** via your own Facebook page. **Due: Thursday, October 13; 50 points possible.**

5. Professional Development Portfolio: Create a professional development portfolio that demonstrates your skills, abilities, and strengths. Contents of this portfolio will be vital as you begin your search for a teaching position. Instructions and grading rubric for the portfolio will be provided. **Due: Tuesday, November 29; 150 points possible.**

6. Research paper: Do You Believe in Zero?: For this assignment, you are to answer the question, Do you believe in a grade of zero? While clearly this is an individual perspective, your stance should be supported by a minimum of three (3) references who support your position. **Due: Tuesday, October 4; 100 points possible.**

7. Examination: End-of-course examination. **Thursday, December 1; 100 points possible.**

Tentative Schedule (assignments indicated in bold)

August 16	Introduction to course, assignments
August 18	Curriculum development
August 23	Curriculum development, cont'd.
August 25	Occupational analysis & Understanding by Design

August 30   Understanding Standards-Based Education
                Due: Community mapping assignment

September 1   Understanding Standards-Based Education, cont'd.

September 6   The Curriculum Bridge

September 8   The Curriculum Bridge, cont'd.

September 13   Career Clusters; Georgia Standards: Peach State Pathways: Foundational
                Skills & Georgia Academic Standards

September 15   Georgia Standards: Peach State Pathways; End-of-pathway tests
                Due: Curriculum-related literature assignment

September 20   Standards-based report card; Do you believe in zero?

September 22   National standards: CTE program areas

September 27   Learning Theories

September 29   Learning Environments; Learning About Learning video

October 4   Learning Environments, cont'd.
                Due: Do You Believe in Zero? Assignment

October 6   Learning Styles & Multiple Intelligences

October 11   Learning Styles & Multiple Intelligences, Barsch Learning Style Inventory

October 13   ' Contextual Teaching & Learning
                Due: Social Networking assignment

October 18   Cooperative Learning

October 20   Application of CTL & Cooperative Learning

October 25   Assessment & Testing

October 27   Assessment & Testing; Benchmark Testing

November 1   Authentic Assessment & Rubrics

November 3   Authentic Assessment & Rubrics: application

November 8   GAcollege411.org

Due: Unit plan, lesson plans, table of specifications

November 10 Understanding Poverty

November 15 Georgia State Dept. of Education, CTAE program specialists

November 17 **No Class**

November 22 & 24: **No Classes: Thanksgiving Break**

November 29 Code of Ethics
              Due: Professional Portfolio

December 1 **Examination**

<u>Notes:</u>
1. University Honor Code and Academic Honesty Policy: All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible to inform themselves about those standards before performing any academic work.

2. 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.

3. This course syllabus is a general plan for the course; deviations, when necessary, will be announced to the class by the instructor via eLearning Commons on a timely basis. It your responsibility to monitor the eLearning Commons site for this course on a regular basis.

<u>Points Possible</u>
Community Mapping	250
Curriculum assignment	150
Unit plan, table of specifications	180
Social networking	50
Portfolio	150
Research paper	100
Examination	100
Total	980

<u>Basis for final grade</u>
A	907-980
A-	882-906
B+	857-881
B	809-856
B-	784-808

C+   759-783
C   711-758
C-   868-710
D   <685

DEPARTMENT OF WORKFORCE EDUCATION, LEADERSHIP, AND SOCIAL FOUNDATIONS
THE UNIVERSITY OF GEORGIA
Assessing Student Learning in Workforce Education
WFED 7020
(ONLINE VERSION)

Course Syllabus

Course Instructor:	Dr. Elaine Adams
	850 College Station Road
	206 Rivers Crossing
	Athens, GA 30602
E-mail Address:	ELC course mail
	adamsje@uga.edu
Home Phone	706-310-7155
Cell Phone	706-201-0379
	Voice & Texting
Office Phone	706-542-4204
Office Fax:	706-542-4054

Course Title

WFED 7020 – Assessing Student Learning In Workforce Education

Course Description

Nature and function of assessing student learning in programs of occupational studies.

The course will focus on the nature and functions of assessing student learning for work force readiness. Learners will become actively involved in constructing and preparing to administer and analyze teacher-made cognitive achievement and performance tests, planning for the implementation of alternative assessment methods, selecting and using published tests, using the computer for assessment, and planning for grading and reporting student progress and growth. Assessment is a vital part of the learning process and must be planned carefully if individuals are to maximize learning. Assessment is an integral part of the curriculum and instructional delivery system. Assessment should be, above all, a rich learning experience.

1

Course Objectives
Learners in WFED 7020 will complete and/or be able to complete the following:

1. Examine the role of measurement and evaluation in the instructional process in workforce education.

2. List and define learning levels described in Bloom's Taxonomy.

3. Identify and state desired learning outcomes and performance objectives in the three major learning domains, cognitive, affective, and psychomotor, as the basis for assessment.

4. Demonstrate an understanding of the importance of controlling the concepts of validity, reliability, absence of bias, and other qualities in the selection, construction, utilization, and interpretation of tests and other assessment strategies.

5. Explore assessment reliability and validity.

6. Explain the importance of absence-of-bias when constructing, administering, and evaluating assessments.

7. Investigate why teachers need to understand various types of assessment procedures.

8. Make decisions about what and how to accurately and effectively assess students.

9. Describe strategies for improving teacher-developed and instructionally-oriented assessments.

10. Appraise appropriate and inappropriate test-preparation practices.

11. Evaluate the use of portfolio and affective assessments.

12. Review and apply selected and constructed response type test items.

13. Write performance (behavioral) and enabling objectives.

14. Create a table of specification for a written assessment.

15. Construct, administer, and score a written test assessment that measures a variety of intended learning outcomes from simple to complex.

16. Construct, administer, and score a performance assessment.

17. Select and compile in a written paper published resources that are most appropriate for a particular assessment situation.

18. Use the Internet as a research and assessment tool.

Course Assignments – Assessments
All corresponding handouts related to course assessments are available on ELC.

Highlighted assignments should focus on your specified certification area: Agricultural Education, Business Education, Family and Consumer Sciences Education Health Occupations, Marketing Education, Technology Education, and, Trade and Industrial Education.

1. *Face to Face Class Meeting* – All students are required to attend one face-to-face class session at the beginning of the semester. A complete course overview including expectations and review of assessments will be provided. Attendance is mandatory.
   (20 points)

2. *Introduction and Photograph* – All students are required to submit an introduction and photograph that can be posted on our ELC site. Post information to our discussion board.
   (20 points)

3. *Assigned Readings* – Complete readings from resources provided on our ELC site. (Points earned through course assignments/assessments – **No actual points assessed**)

4. *Exam* – Complete a comprehensive exam based on all resources posted to ELC. Exam and answer sheet is posted on ELC. These should be downloaded for your use. Your exam must be completed independently without the help of other students. However, you are strongly encouraged to use ALL resources provided on our ELC site. Once completed, exam answer sheet will be uploaded and submitted via the assignment tool provided on ELC.
   (100 points)

5. *Cognitive Test Development Project* – If you are currently employed as a teacher, select a course, unit, and/or chapter from your instructional program to use as a basis for developing a cognitive achievement test including several different item type formats. If you are not currently a teacher, identify an appropriate course, unit, and/or chapter to use in developing the test. Refer to the assignment sheet and rubric for complete instructions. You will upload your Cognitive Test Development Project via the assignment tool provided on ELC.
   (100 points)

6. *Performance Test Development Project* – You are to develop one performance test covering one or more tasks taught in an appropriate instructional program unit and/or chapter. Refer to the assignment sheet and rubric for complete instructions. You will upload your Performance Test Development Project via the assignment tool provided on ELC.
   (100 points)

7. *Research Paper* – You will write a 5 page (not including title page, abstract, and references page) research paper about an "assessment" related issue. The assessment issue can be anything identified in the text, discussed in the course, or identified in the professional literature. Review course objectives, materials, ELC website, and text to stimulate your thought process when pursuing possible topics. You will upload your research paper via the assignment tool provided on ELC.
   (100 points)

Evaluation

Each assessment will be evaluated on the extent to which the student included all required components, submitted the assignment by the due date, and presented the assignment in a clear, complete, accurate, and concise format. *When appropriate, grades will be adjusted accordingly.*

You can determine your grade in the course at anytime by completing the following calculation:

TOTAL POINTS EARNED \ TOTAL POINTS POSSIBLE

The contribution to the final course grade for each assignment is as follows:

Assignment	Points
Face-to-Face Class Session	20
Photo Submission for ELC	20
Comprehensive EXAM	100
Written Test Development Project	100
Performance Test Development Project	100
Research Paper	100
TOTAL	**440**

You will be able to determine your grade in the course by completing the following grade calculation: Total Points Earned/Total Points Possible = GRADE.

The grading scale for the final course grade is as follows:

A = 100% - 95%	B+ = 89% - 86%	C+ = 79% - 76%	D = 69% or below
A- = 94% - 90%	B = 85% - 83%	C = 75% - 73%	F = 59% or below
	B- = 82% - 80%	C- = 72% - 70%	

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

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College of Education 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.

College of Education 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.

Course Title: Enhancing Learning in Occupational Studies

Course Number: WFED 7070

Credit Hours: 3 hours

Textbooks:

Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching*, (7th ed.). Boston: Allyn and
    Bacon.

Phillips, D. C. & Soltis, J. C. (2009). *Perspectives on learning*, (5th ed.). New York, New York:
    Teachers College Press.

Resources Available on:

eLearning Commons website – http:// elc.uga.edu (Posted Materials)

Required Resource:

Microphone for Communication in eLearning Commons (At the Kitchen Table)
Note: ELearning Commons sections will not be archived by instructor or students.

Professor: Dr. B. Smith
Office: 215 River's Crossing
Office Hours: Arranged
Phone: 542-4207   Fax: 542-4054   Email: smithb@uga.edu

Note: Please use WFED 7070 eLc e-mail address for correspondence; mail is checked, but not
always daily.

ABOUT THIS COURSE

This class is about models of teaching and learning theories. The primary purpose of this
course is to investigate learning environments and how people learn and the implications of
learning for the design of instruction. This course emphasizes the theoretical and practical
aspects of meaningfully designing curriculum and associated instruction with a fundamental
understanding of how and under what conditions learning occurs. How learning occurs is one of
the most important areas of education.

As facilitator of this course, it is my primary responsibility to help you learn through
organizing learning activities and clarifying the research literature. Therefore, I will provide a
general topical outline to guide class activities and as learners you are expected to become
actively involved. This will be accomplished by engaging in active learning experiences such as

cooperative group learning, individual research, large group discussion, illustrated presentations, videotapes, and student presentations of their assigned projects. Ultimately, I expect you to be in charge of your own learning.

Graduate courses should meet some of your professional needs. Therefore, I will rely on you to convey your needs and interests.

COURSE GOALS AND OBJECTIVES

The Enhancing Learning student will be able to:

1. Work cooperatively with other class members in learning activities and in generating required outcomes for this course.
   a. Demonstrate good work habits, work ethics, and a positive attitude toward learning over the life-span.
2. Understand the models of teaching.
   a. Demonstrate how an educator uses the information about the different family of learning (social, information-processing, personal, and behavioral systems) into **the classroom setting in your area of certification** (that is, business education, family and consumer sciences, and so on).
3. Know the theories of learning.
   a. Determine and explain the framework for examination of learning theories.
   b. Identify and explain the key learning concepts.
   c. Identify, categorize, and explain the theories of learning.
   d. Compare and contrast the theories of learning.
   e. **Apply and/or use the theories of learning in a classroom setting for your area of certification.**

COURSE TOPICS

The class will examine a range of learning theories and models of teaching. Also, we will examine various themes that are related to learning. Most important, each model of teaching and theory will be examined in light of its implications for career and technical education instruction. For example, if we are examining constructivist-learning theories, we will also seek information with regards to how to teach using social groups, and instruction such as reflection strategies.

As a general framework, I have identified topical areas that we will cover this semester. Some of the topics will be covered in more depth and others may not be covered at all due to time. Those preliminary topics follow.

A Framework for the Examination of Learning Theories and Models of Teaching
-Presuppositions/assumptions or basic philosophic or traditional beliefs
- Critical elements of the learning theory in question
- Beliefs with regard to the nature of learning and the learner
- Design of the instructional environment
- Implications for a curriculum
- Teaching methods associated with the learning theory in question
- Assessment methods associated with the learning theory in question

Models of Teaching
Social family
Information-processing family
Personal family
Behavioral systems family

Learning Theories
Behaviorist Theories
- Operant Conditioning (B.F. Skinner)
- Classical Conditioning (Pavlov)

Cognitive Learning Theories
- Anchored Instruction (J. Bransford & the CTGV)
- Cognitive Dissonance Theory (L. Festinger)

Constructivist Learning Theories
- Constructivist Theory (J. Bruner)
        Endogenous Constructivist Theories
        Indigenous Constructivist Theories
        Blended Constructivist Theories
- Developmental-Cognitive Position (J.Piaget)
        Child Development

Social Learning Theories
- Emotional Intelligences
- Social Learning Theory (A. Bandura)
- Social Development (L. Vygotski)

Socialization Learning Theories
- Situated Cognition (J. Lave)
- Communities of Practice (E.Wenger)

Adult Learning Theories
  Andragogy (M. Knowles)
  Adult Learning Theory (P. Cross)

COURSE REQUIREMENTS

1. Attendance. Class Attendance is extremely important. As an in-service teacher, I expect you to attend every class. Absences or tardiness significantly interfere with your ability to attain stated course objectives. Final grades will be lowered one grade level for excessive absence (1 or more times during the semester) and tardiness (arriving late and/or leaving early).

2. Class Participation. This is a reading, discussion, writing, and reflection class. In order to obtain the most from this class, you must actively participate in the class activities and discussions.

3. Assignments. Your assignments should follow the guidelines provided, be informative, and well-researched.

COURSE ASSIGNMENTS AND GRADING

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

Assignment		Possible Points
Attendance		4
On-line Discussion	(2 @ 3)	6
Research Paper (Model of Teaching)		20
Midterm Exam		25
Group Discussion Leaders (Learning Theory)		20
Final Exam		25
Total		**100**

Evaluation Scale

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 will be provided for some assignments. The grading scale follows.

ASSIGNMENT DUE DATES

Assignments or portfolio components are due on the following dates.

Assignment	Due Date
Discussion	
Research Paper (Models)	
Discussion Leaders (Theories)	
Midterm Exam	
Final Exam	

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.

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ASSIGNMENTS

The main methods of learning in this course will be (1) individual reading and reflection, (2) class discussion, and (3) writing. Therefore, it is important that you adequately prepare for each class meeting and that you are willing to participate in activities and discussion.

1. **Attendance.** Class attendance is critical to successfully completing this course. Final grades will be lowered for excessive absences. All participants are expected to complete all assignments on the due date and be adequately prepared to participate during on-line class meetings. In-class activities and discussion of readings will provide opportunities to broaden individual study.

2. **Discussion Leaders.** In a group of *two*, select a family of learning theories and develop according to the framework for the examination of learning theories (page 2 of this syllabus). The selected learning theories will be discussed in class with the group leaders facilitating. The three specific teaching actions- plan, deliver, and evaluate- are included in this assignment. The three actions mentioned above cut across all grade levels, subject areas, and teaching situations. **However, apply the family of learning theories for your particular area of certification.** An assignment sheet will be provided.

3. **On-line Discussion.** An assignment sheet will be posted prior to the week that a discussion is due. There will be **two** on-line discussions during the semester.

4. **Research Paper.** Select a model of teaching from one of the four families and describe the model and explain the use of the theory for your present or anticipated work in education. Use the professional literature to support your position and document using APA. You may use the following headings to create your paper: description of the model of teaching; author's intended use of the model of teaching; case study on the model of teaching (**this case study should apply to your area of certification**); and effectiveness of the model of teaching.

5. **Exams.** You will take a comprehensive midterm and final exam. The midterm will cover the models of teaching and the final will cover learning theories.

WFED 7080: Developing Curricula and Programs for Modern Work

Course Description: Curriculum theories and models for planning, developing, and evaluating programs of workforce instruction. Social, psychological, philosophical, and practical factors which influence curricular development and implementation are included. Focus is on learning theories and assumptions as applied to curriculum in workforce education.

Course Objectives:

1. Investigate ways in which society influences the development, implementation, and evaluation of career and technical education.

2. Investigate ways in which educational philosophy influences the development, implementation, and evaluation of career and technical education.

3. Investigate the ways in which aspects of human development theory influence the development, implementation, and evaluation of career and technical education.

4. Investigate the ways in which aspects of learning theory influence the development, implementation, and evaluation of career and technical education.

5. Investigate the ways in which aspects of knowledge and cognition influence the development, implementation, and evaluation of career and technical education.

Topical Outline:

These topics will be studied during this course:

1. The landscape of curriculum to include historical development

2. Social forces reflected in curriculum design and revision

3. Aligning philosophy, learning, teaching, and evaluation

4. Human development reflected in curriculum

5. Theories of learning reflected in curriculum development

6. Evaluation for curriculum modification

Assignments:

The following are required for the successful completion of this course.

1. Develop a 6-8 page research paper that investigates the effect of social, cultural, and political forces on curriculum development in your area of certification, i.e., business, family & consumer sciences, healthcare science & technology, marketing, technology, or trade & industrial education. You should

<div align="center">

COURSE REQUIREMENTS
WFED 5550/7550 – Spring 2012
STUDENTS WITH SPECIAL NEEDS IN WORKFORCE EDUCATION

</div>

Instructor: Dr. Karen Jones   Phone: 706-542-4473
                     212 River's Crossing   khjones@uga.edu

Office Hours: By appointment

Text: Although there is not a formal textbook, a packet of readings and materials will be provided by the instructor or made available on WebCT. You are responsible for reading these materials and for participating in class discussions. Students are also responsible for additional readings and resources given by guest speakers and other class members. You will need a **three-ring notebook** for readings and handouts. *Bring it to each class.*

Course Overview: This course provides prospective educators information regarding special needs learners in secondary Career Technical and Agricultural Education (CTAE) settings. Topics covered include legal provisions, vocational assessment, placement considerations, transitional Individual Education Programs, curricular modifications and intervention strategies which may maximize the benefits of secondary CTAE programs for students with disabilities or who may be at risk for failure in school.

Activities
and Projects: Possible methods of teaching and evaluation for this course include:

        ✪ Exam(s) - both objective and essay-type
        ✪ Lecture and large group discussion
        ✪ Individual or small group projects
        ✪ Readings*
        ✪ Outside activities
        ✪ Speakers, videotapes, field trips, etc.

Observations: You will observe students in the content area you plan to teach: Agricultural Education, Business Education, Health Occupations, Family and Consumer Sciences, Marketing Education, and Technology Education. Every assignment and activity for this class will relate to your specific content area. You will be responsible for setting up times for observation visits with teachers, signing in at the school, and calling ahead if you are unable to meet a scheduled visitation. If you teach, you may choose a student in your classroom who has a disability or is academically disadvantaged. If you work with youth but do not teach, we will set up observations in your work environment, or in a community-based, youth apprenticeship or work-based learning program. If you have a practicum assignment, you will conduct your observations at that school. *If you teach or are in a practicum, tell the instructor, in writing, the category of the student you have selected to observe by the second week of the semester.*

Each person will observe no less than 6 hours in their content area during the semester. *You will collect information on and prepare a teaching technique*

(intervention strategy) that is specific for your content area. Observations will be made primarily the CTAE classroom, although work sites, assemblies, cafeteria, etc. are also good observation sources.

During your observation or volunteer periods, keep anecdotal records. Include information such as the content course title, student-teacher ratio, physical classroom layout, particular teaching techniques used, behavior management strategies, or other issues that are of interest to you. *You must make connections between class information and your observations* and provide specific explanations and interpretations of your observations as they relate to your content area. Also, note any questions or comments you have that we could discuss during class. Your observations should be written up in a journal or "log" format including the date and time of each observation, and turned in after each observation. You will develop a final summary describing the student you observe from these written observations. (See the *Observation Write-ups* handout). Additional instructions will be given for visitations during the semester.

*Note: Students are responsible for assigned readings and handouts even if they are not discussed in class. Attendance is *vital* to successful completion of the course due to group work, discussion, and assessment activities related to observations. Absences may result in lower grades or failure of the course.

Grading System:

Assignment	Due Date	Points
Legislation Exam		50
**Class Assessments and Activities		70
Student Observations and Write-ups		30
Specific Populations Presentation		75
Intervention Strategy		50
Final Exam Activity		<u>25</u>
Total Points		**300**

**Everyone must summarize in writing each reading indicated with an asterisk (*) on the course calendar. This includes group presentation readings. Include a review of the article and your personal reflection on the article or topic, and how it related to your specific content area. Each summary you complete and turn in is worth 5 points.

Reading summaries are collected throughout the semester. They are due by the beginning of class each day and **cannot** be made up or turned in late. If you are going to miss class, you may email your summary through WebCT, however, it must be received before class time for that day.

Accommodations: Any student who needs an accommodation or other assistance in this course should make an appointment with the instructor within the first week of class.

Honor Code and Academic Honesty Policy: UGA student honor code: "I will be academically honest in all of my academic work and will not tolerate dishonesty of others". *A Culture of Honesty,* UGA 's policy and procedures for cases of suspected dishonesty, is found at <u>www.uga.edu/ovpi</u>

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

1. Articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
2. Plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
3. Understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
4. Monitor and adjust strategies in response to learner feedback.
5. Vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
6. Use appropriate resources, materials, and technology to enhance instruction for diverse learners.
7. Value and engage in planning as a collegial activity.

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

1. Continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education
2. Understand and implement laws related to rights and responsibilities of students, educators, and families.
3. Follow established codes of professional conduct, including school district policies.
4. Systematically reflect on teaching and learning to improve their own practice.
5. Seek opportunities to learn based upon reflection, input from others, and career goals.
6. Advocate for curriculum, instruction, and learning environments, and opportunities that support the diverse needs of and high expectations for all students.
7. Assume leadership and support roles as part of a school team.

<u>Assignments:</u> The following provides a general overview of assignments for this course. All assignments, while listed on the eLearning Commons website **must** be submitted in class. Additional information will be provided.

1. Community Mapping Project: Conduct a community mapping project on the community where you either hope to student teach or where you have done a practicum. You will acquire the data and develop a report describing the community where your students live and work. Further instructions and a grading rubric will be provided. **Due: Tuesday, August 30; 250 points possible.**

2. Curriculum Assignment: Using Current Literature to Inform Practice: For this assignment, find **three articles** in the professional journal of *your* professional association (i.e., business education, family & consumer sciences education, marketing education, technology education, healthcare science & technology education, trade & industrial education.) These articles must be from three *different* volumes/issues of the journal. These articles should address a topic in the curriculum in the school where you are student teaching and that you will teach.

For each article, provide the following:

1. Title of article, author/s, publication, volume, issue number if provided, page numbers.
2. Why did you choose this article?
3. In about three (3) paragraphs summarize the article.