



The University of Georgia

College of Education
Department of Occupational Studies

MEMORANDUM

TO: Dr. Louis A. Castenell, Jr., Dean, College of Education
FROM: Jay W. Rojewski, Co-Interim Head, Department of Occupational Studies
DATE: September 2, 2004

Jay W. Rojewski

RE: Voluntary Dissolution of the Department of Occupational Studies

We, the faculty in the Department of Occupational Studies, University of Georgia request voluntary dissolution contingent upon transfer of all courses and programs in the Department of Occupational Studies to the proposed new Department of Workforce Education, Leadership, and Social Foundations (WELSF). No curricular changes accompany this request.

On September 2, 2004, a vote was taken among the 13 faculty in the department on the motion to dissolve with 6 FOR, 2 AGAINST, 1 ABSTAIN, 4 NO VOTE.



The University of Georgia

College of Education
Office of the Dean

April 22, 2004

MEMORANDUM

TO: Louis A. Castenell, Jr., Dean

FROM: Karen E. Watkins, Head, Program in Educational Leadership

SUBJECT: Dissolution of Department of Educational Leadership

Karen E. Watkins

Please consider this as a request from the Department of Educational Leadership to voluntarily dissolve. The Department of Educational Leadership under the School of Leadership and Lifelong Learning was a viable department for many years. In University Program Reviews conducted in 1990 and again in 1997, it became apparent that problems were developing within the Department. The finding of the 1997 committee's review was "continuance is not given at this time."

Subsequently, the dean and associate dean met with faculty both individually and collectively to address the issues. A committee made up of faculty from the department, the college, and state practitioners was selected and charged to work on a reinvention of the department in May, 2001. A reinvention report was submitted and approved by the Department. However, it became increasingly clear that the recommendations could not be implemented within the existing departmental structure.

Therefore in October, 2001, the dean, working with the Provost, placed a moratorium on all graduate admissions to the department for non-degree, masters', educational specialist and doctoral degree programs. In addition, faculty and staff lines and all degree programs were moved from the Department of Educational Leadership to the School of Leadership and Lifelong Learning, and the Program of Educational Leadership was formed. The Department of Educational Leadership was not dissolved at this time with the hope that the faculty, staff lines and programs could soon be moved back into the Department once problems were addressed.

Since that time, some of the faculty and programs were moved to form a new department and many problems have been addressed. Now that the College is reorganizing, the remaining faculty that were in the Department of Educational Leadership wish to merge with the Departments of Occupational Studies and Social Foundations. Faculty in the Departments of Occupational Studies, Social Foundations, and Educational Leadership are in agreement to become the Department of Workforce Education, Leadership, and Social Foundations. Therefore, we ask to dissolve the Department of Educational Leadership.

On April 20, 2004, the vote on the motion to dissolve the department was as follows:

Yes, 7

No, 0

Abstain, 1

Please see the attached rationale for this merger.




The University of Georgia

College of Education
Social Foundations of Education
School of Teacher Education

Memorandum

To: Louis A. Castenell Jr., Dean, College of Education

From: Ronald E. Butchart, Head, Department of Social Foundations of Education 

Date: 20 April 2004

Subject: Dissolution of the Department of Social Foundations of Education

Please consider this as a request from the Department of Social Foundations of Education to voluntarily dissolve. On 20 April 2004, the vote on the motion to dissolve the department was four yes, zero no, 1 abstention.

The vote to dissolve the department is based on the assumption that all courses and the doctoral program in the Department of Social Foundations of Education will be transferred to the proposed new Department of Workforce Education, Leadership and Social Foundations as indicated in the attached Name Change Justification Form. No curricular changes accompany this request to dissolve the department.

NAME CHANGE JUSTIFICATION FORM

School/College: College of Education

Name: N/A

Proposed Name: N/A

Department Name Changes:

Current Department Name:
Department of Occupational Studies

Proposed Department Name:
Department of Workforce Education,
Leadership, and Social Foundations

Program for Educational Leadership

Department of Workforce Education,
Leadership, and Social Foundations

Department of Social Foundations

Department of Workforce Education,
Leadership, and Social Foundations

Major Name Changes:

Current Major Name:
Department of Occupational Studies

Degree:	Proposed Major	Degree:
<u>MAT</u>	<u>N/A</u>	<u>N/A</u>
<u>M.Ed.</u>	<u>N/A</u>	<u>N/A</u>
<u>MA</u>	<u>N/A</u>	<u>N/A</u>
<u>Ed.S.</u>	<u>N/A</u>	<u>N/A</u>
<u>Ed.D.</u>	<u>N/A</u>	<u>N/A</u>
<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>
<u>B.S.Ed.</u>	<u>N/A</u>	<u>N/A</u>
<u>B.S.F.C.S</u>	<u>N/A</u>	<u>N/A</u>
<u>Business Education</u>		
<u>Family and Consumer Sciences</u>		
<u>(joint degree with Family & Consumer Sciences)</u>		
<u>Marketing Education</u>	<u>N/A</u>	<u>N/A</u>
<u>Technological Studies Education</u>	<u>N/A</u>	<u>N/A</u>

Program of Educational Leadership

Ed.D. N/A N/A

Department of Social Foundation of
Education

Ph.D. N/A N/A

Minor Name Change:

Current Minor Name:
N/A

Degree: Proposal Minor Name: Degree
N/A N/A N/A

Prefix Changes:

A prefix change package should be submitted after name change has been approved.

Current Prefix:	Department:	Proposed Prefix:	Department:
<u>EOCS, EBUS,</u>	<u>Occupational Studies</u>	<u>N/A</u>	<u>N/A</u>
<u>EMKT, ETES,</u>			
<u>BSFCS(joint degree)</u>			
<u>EDUL</u>	<u>Program of Educational Leadership</u>	<u>N/A</u>	<u>N/A</u>
<u>EFND</u>	<u>Social Foundations of Education</u>	<u>N/A</u>	<u>N/A</u>

JUSTIFICATION: See Attached



The University of Georgia

College of Education

MEMORANDUM

TO: Dean Louis A. Castenell, Jr.
FROM: Jay W. Rojewski and Margaret Wilder
RE: Department Dissolution and Merger Proposal

DATE: September 3, 2004

Attached please find a proposal to dissolve the Department of Occupational Studies, Department of Social Foundations, and the Program of Educational Leadership and merge to form a new unit called the Department of Workforce Education, Leadership, and Social Foundations.

Faculty from the three units have voted positively to request this action. We look forward to working with the College of Education in our new departmental structure.

Proposal for Merger of
Occupational Studies, Social Foundations, and the Program of Educational Leadership
College of Education – The University of Georgia

Proposed Department Name: Workforce Education, Leadership, and Social Foundations

Structure and Conceptual Mission

Faculty in the former Departments of Occupational Studies and Social Foundations in Education, and the Program in Educational Leadership, College of Education, University of Georgia have realized and accepted a unique opportunity to combine heretofore parallel, but not incompatible, streams of educational instruction, research, and service.

Several interesting and exciting possibilities have emerged from discussions among faculty from the three units about current and future academic endeavors. First, we propose that a unit composed of the three program units, named above, be recognized. Current contributions to the College of Education community will not change and continue to include the full range of degree and certification programs in workforce teacher education and professional development, social foundations, and educational leadership. The needs of the citizens of Georgia have been and will continue to be met through these programs.

The *mission* of this new department would be to develop, maintain, and strengthen existing and new academic programs to ensure that constituent career options are strengthened through learning communities that promote career and technical education, social and cultural studies in education, the practice of educational leadership, and school-to-career transition. The work of the new department will also promote the social, cultural, historical, and ethical contexts in which students, teachers, and others study, teach, and provide education.

In addition, however, exciting possibilities will be vigorously pursued following approval and implementation of a successful administrative merger. The need to prepare citizens of Georgia and, indeed, the world, to live in increasingly diverse educational and workplace environments challenges us to respond with forward-thinking educational courses and programs, e.g., urban education, school leadership, teacher leadership, and the impact of racial, cultural, and gender diversity on workforce preparation, education, and employment. Just one example of our preliminary discussions about inter-unit collaboration is the development of a core of master's-level courses on working with diverse students in predominantly urban areas. This emphasis would allow Workforce Education faculty to combine their preparation of master teachers with the expertise of faculty from Social Foundations.

The possibility of creating a masters degree between the Programs of Social Foundations and Educational Leadership has already been discussed. Opportunities exist for creating college-wide courses or programs in the area of teacher leadership (a goal of the COE Millennium Commission). The existing relationship between students in Workforce Education and the Program of Educational Leadership for general courses on leadership can also be enhanced through the proposed merger. Another possibility is the combined expertise of faculty with interest and expertise in diversity (there are a number of faculty in the unit of Workforce Education (formerly Occupational Studies) with research interests in areas of student and workplace diversity) to develop either an add-on or elective series of courses at the undergraduate or graduate level to provide intensive study of the issues and needs of increasingly

diverse student and workplace population. We envision that these types of course and program offerings could easily span departmental structure either alone or in collaboration with courses and programs offered in other departments. The audiences for our programs will continue to represent a wide spectrum of educational and social service personnel.

We have committed to the use of innovative technologies used for instruction and will pursue development and implementation of an on-line masters program in the Program of Workforce Education. Online and other forms of distance education are presently offered by Program of Educational Leadership faculty in a number of areas.

Guiding Philosophical Framework

The proposed Department will combine professionals who focus on assisting individuals achieve the highest levels of competence in their work, school, personal, and social lives.

Through innovative and comprehensive programs of research, scholarship, and professional training, the Department will develop, promote, advance, and apply knowledge in multiple areas including (1) secondary and postsecondary workforce education, (2) study in the social and cultural contexts of education, and (3) leadership for school improvement. The Department will administer and advance the development and training of professionals who will shape the future of these related disciplines.

Philosophically, all members of the Department will adhere to the highest standards of research, teaching, and service, as reflected in outstanding records of grantsmanship, professional education, and community service.

As we prepare professionals for public and private sector educational work environments, our most important priority will be to provide every student the essential tools and learning skills that will inform and empower their professional lives. This priority will be realized in the Department through faculty working cooperatively to encourage and stimulate scholarship and teaching in the areas of workforce education and teacher preparation, social foundations of education, and leadership in teaching and learning.

Combined Faculty in the Proposed Department

Elaine Adams, Ph.D., Associate Professor (WE)
Derrick Alridge, Ph.D., Associate Professor (SF)
Joseph J. Blasé, Ph.D., Professor (PEL)
Jo Blasé, Ph.D., Professor (PEL)
Diane Brook-Napier, Associate Professor (SF)
Chandler, Mary, Ph.D., Academic Professional Associate (PEL)
Helen Hall, Ph.D., Professor (WE)
Roger Hill, Ph.D., Associate Professor (WE)
C. Thomas Holmes, Ed.D., Professor (PEL)
Karen Jones, Ed.D., Professor (WE)
Richard Lynch, Ed.D., Professor (WE)
Jerome Morris, Ph.D., Associate Professor (SF)
Jay W. Rojewski, Ph.D., Professor (WE)
John Schell, Ph.D., Associate Professor (WE)
Bettye Smith, Ph.D., Associate Professor (WE)
Clifton Smith, Ed.D., Professor (WE)
Wanda Stitt-Gohdes, Ed.D., Professor (WE)

William W. Swan, Ed.D., Professor (PEL)
Kenneth Tanner, Ed.D., Professor (PEL)
Robert Wicklein, Ed.D., Professor (WE)
Margaret Wilder, Ph.D., Associate Professor (SF)
Jimmy Williamson, Ph.D., Academic Professional Associate (WE)
Myra N. Womble, Ed.D., Associate Professor (WE)

Combined Staff in the Proposed Department

Specific staff will be hired immediately upon acceptance of a proposed merger including the identification of a specific administrative structure and staffing needs.

Total number of undergraduate and graduate students enrolled (majoring) in Workforce Education

Undergraduate students = 95; Graduate students = 251

Total number of undergraduate and graduate students enrolled (majoring) in Social Foundations

Undergraduate students = ; Graduate students = 16

Total number of undergraduate and graduate students enrolled (majoring) in the Program of Educational Leadership

Undergraduate students = ; Graduate students =

Name of specific degree programs offered by Workforce Education

- B.S.Ed. in Business Education; B.S.Ed. in Marketing Education; B.S.Ed. in Technological Studies; B.S.F.C.S. in Family and Consumer Sciences (joint degree) – we are developing proposal to integrate all program area degrees into a single undergraduate degree in Workforce Education (with content specialties) to implement in Fall 2005
- M.Ed. in Occupational Studies; M.A.T. in Occupational Studies
- Ed.S. in Occupational Studies
- Ed.D. in Occupational Studies
- Ph.D. in Occupational Studies

Name of specific degree programs offered by Social Foundations

- Ph.D. in Educational Foundations and Policy Studies

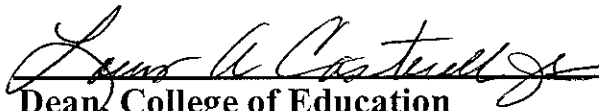
Name of specific degree programs offered by the Program of Educational Leadership*

- L-5 Add-on Certification Program

*All other programs to be administered by the PEL are to be determined in consultation with the Dean's Office.

II. Signature Page: Reorganization of the College of Education

Signatures:



Dean, College of Education

9/7/04

Date

Chair, Curriculum Committee

Date