



University Council

January 10, 2025

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025

Susan Sanchez, Chair

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Forestry and Natural Resources – Richard Chandler

Journalism and Mass Communication – Yan Jin

Law – Joe Miller

Pharmacy – Michelle McElhannon

Public and International Affairs – Ryan Powers

Public Health – Tamora Callands

Social Work – Jennifer Elkins

Veterinary Medicine – Paul Eubig

Graduate School – Rodney Mauricio

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Ella Colker

Graduate Student Representative – William Walker

Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to create an Area of Emphasis in Workforce Education Advanced Preparation and an Area of Emphasis in Workforce Education Teacher Preparation under the major in Education (Ed.S.) will be an agenda item for the January 17, 2025, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

## PROPOSAL FOR AN AREA OF EMPHASIS

**Date:** October 2, 2024

**School/College:** Mary Frances Early College of Education

**Department/Division:** Mary Frances Early College of Education

**Program (Major and Degree):** Education (Ed.S.)

**Area of Emphasis Title:** Workforce Education Advanced Preparation

**CIP:** 13131920

**Which campus(es) will offer this program?** Online

**Proposed Effective Date:** Summer 2025

### 1. Area of Emphasis Description:

Inquiries regarding fully-online options for advanced preparation in Workforce Education have steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

Workforce education programs are vibrant learning opportunities for youth in Georgia's middle and high schools. In 2022, the Georgia Department of Education (GaDOE) released data on the impact of high school career, technical, and agricultural education (CTAE) courses that indicated that high school students who complete a CTAE pathway graduate from high school at a rate of 97%. This figure is 14 points higher than the general Georgia graduation rate. Additionally, there are over 660,000 students enrolled in CTAE courses annually, with 50,000 seniors completing a career pathway annually. CTAE pathways not only begin 6-12 students on a workforce trajectory, such pathways cement the foundation for employability skills that are key to the quality of Georgia's workforce. With 17 unique pathways in Georgia middle and high schools, the University of Georgia serves as the primary advanced educator preparation program in Georgia at the graduate level for these CTAE programs.

CTAE programs in Georgia have been revitalized and Georgia's workforce needs have shifted, necessitating the middle school and high school opportunities to explore workforce options particularly in the 17 areas within workforce education.

To meet the needs of educators across Georgia, an online program option for advanced teacher preparation is needed. Workforce Education graduates support critical shortage area fields in schools in Georgia, so supporting the existing workforce with advanced preparation

at the graduate level would meet the needs of Georgia students in grades 6-12 by preparing teachers with contemporary up-to-date content and pedagogy from the field since their last certification. Given applicant interest, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of the current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from this highly-regarded program.

This degree is designed for candidates who already hold a master’s degree in their respective content field and who are seeking advanced certification to teach at the T-6 level once endorsed by the Georgia Professional Standards Commission.

**2. Area of Emphasis Requirements:**

<b>Course ID</b>	<b>Course Title</b>	<b>Hours</b>
ERSH 6200E	Methods of Research in Education	3
WFED 7050E	Problems of Teaching Workforce Education	3
WFED 7070E	Enhancing Learning in Workforce Education	3
WFED 7120E	Needs Analysis in Workforce Education	3
WFED 7200E	Evaluation of Programs in Workforce Education	3
WFED 7650*	Applied Project in Workforce Education	3
WFED 8210E	Theory and Practice for Web-Based Instruction in Workforce Education	3
WFED 8330E	Exploring the United States Innovation Climate	3
WFED 8350E	The Reflective Practitioner	3
WFED 8360E	Professional Development for Career and Technical Education Teachers	3
<b>TOTAL</b>	<b>Total Hours Required</b>	<b>30</b>

*\*An E-suffix version of this course will be proposed in CAPA prior to implementation of this program.*

## PROPOSAL FOR AN AREA OF EMPHASIS

**Date:** October 2, 2024

**School/College:** Mary Frances Early College of Education

**Department/Division:** Mary Frances Early College of Education

**Program (Major and Degree):** Education (Ed.S.)

**Area of Emphasis Title:** Workforce Education Teacher Preparation

**CIP:** 13131920

**Which campus(es) will offer this program?** Online

**Proposed Effective Date:** Summer 2025

### 1. Area of Emphasis Description:

Inquiries regarding fully-online options for advanced preparation in Workforce Education have steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

Workforce education programs are vibrant learning opportunities for youth in Georgia's middle and high schools. In 2022, the Georgia Department of Education (GaDOE) released data on the impact of high school career, technical, and agricultural education (CTAE) courses that indicated that high school students who complete a CTAE pathway graduate from high school at a rate of 97%. This figure is 14 points higher than the general Georgia graduation rate. Additionally, there are over 660,000 students enrolled in CTAE courses annually, with 50,000 seniors completing a career pathway annually. With an aging CTAE teaching workforce and economic impact demands for multiple pathways in which youth can experience post-secondary success through transition to the workforce, technical college, or four-year institutions, there is an urgent need to increase the number of middle and high school teachers to attract and support students to complete CTAE pathways. CTAE pathways not only begin students on a workforce trajectory, such pathways cement the foundation for employability skills that are key to the quality of Georgia's workforce. With 17 unique pathways in Georgia middle and high schools, the University of Georgia serves as the primary initial educator preparation program in Georgia at the graduate level for CTAE programs.

CTAE programs in Georgia have been revitalized and Georgia's workforce needs have shifted, necessitating the middle school and high school opportunities to explore workforce options particularly in the 17 areas within workforce education. Moye et al. (2020) note the field's concern about a teacher shortage in this important area of workforce education.

To meet the needs of educators across Georgia, an online program option is needed. Workforce Education graduates support critical shortage area fields in schools in Georgia, so supporting the existing workforce with initial preparation at the graduate level would meet the needs of Georgia students in grades 6-12. Given applicant interest, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of the current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from this highly-regarded program.

This degree is designed for candidates who already hold a master’s degree in their respective content field and who are seeking initial certification to teach at the T-6 level once endorsed by the Georgia Professional Standards Commission.

## 2. Area of Emphasis Requirements:

Course ID	Course Title	Hours
Educational Psychology Electives	Choose one of the following: EPSY 6010E, Foundations of Human Development for Education EPSY 6060E, Foundations of Motivation for Education EPSY 6800E, Foundations of Cognition for Education	3
ERSH 6200E	Methods of Research in Education	3
WFED 6010E	Foundations of Work and Family Life Education	3
WFED 6350E	Curriculum Planning in Workforce Education	3
WFED 6360E	Instructional Strategies in Workforce Education	3
WFED 7020E	Assessing Student Learning in Workforce Education	3
WFED 7460E	Internship in Teaching Workforce Education	12
WFED 7550E	Students with Special Needs in Programs of Workforce Education	3
WFED 7560E	Diversity in Career, Technical, and Agricultural Education	3
Workforce Education Electives	Choose four of the following courses: WFED 7030E, Organizing and Coordinating Work and Community-Based Education Programs WFED 7050E, Problems of Teaching Workforce Education WFED 7070E, Enhancing Learning in Workforce Education WFED 7080E, Developing Curricula and Programs for Modern Work WFED 7090E, Critical Issues in Workforce Education WFED 7120E, Needs Analysis in Workforce Education WFED 7200E, Evaluation of Programs in Workforce Education WFED 7560E, Diversity in Career, Technical, and Agricultural Education	6
<b>TOTAL</b>	<b>Total Hours Required</b>	<b>42</b>

## Documentation of Approval and Notification

**Proposal:** Create Areas of Emphasis in Workforce Education Advanced Preparation and Workforce Education Teacher Certification under the online degree in Education (Ed.S.)

**College:** Mary Frances Early College of Education

**Departments:** Mary Frances Early College of Education

**Proposed Effective Term:** Summer 2025

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 10/2/2024
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 10/18/2024
- Department of Workforce Education and Instructional Technology Department Head, Dr. Lloyd Rieber, 10/2/2024
- Graduate School Associate Dean, Dr. Anne Shaffer, 11/13/2024