WORKFORCE EDUCATION AND DEVELOPMENT (WFED)

WFED 1: Education for Work: Trends and Issues
3 Credits
Overview of the history and philosophies of education for employment, current issues, and school to work transition system.

WFED 99: Foreign Studies
1-12 Credits/Maximum of 12
Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest. Several different topics may be taught in one year or semester. A specific title may be used in each instance and will be entered on the student’s transcript.

International Cultures (IL)

WFED 100: Orientation to Teaching Vocational Industrial Education/Health Occupations Education Subjects
2 Credits
Basic elements of preparing to teach vocational trade and industrial/health occupations education subjects in the schools of Pennsylvania.

WFED 101: Early Field Experience in Teaching Vocational Industrial Education/Health Occupations Education Sub
1 Credits
Discussion and observation of in-school practices to aid the student in making vocational industrial education/health occupations education career decisions.

WFED 105: Integrated Curriculum Implementation
3 Credits
Occupational analysis for instructional planning; emphasis on instructional methods to deliver a competency based program in an integrated learning environment.

WFED 106: Program and Facilities Management
3 Credits
Organization and management of learning laboratory to facilitate the delivery of a competency based program in a safe environment.

WFED 197: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

WFED 199: Foreign Studies
1-12 Credits/Maximum of 12
Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest. Several different
topics may be taught in one year or semester. A specific title may be used in each instance and will be entered on the student’s transcript.

International Cultures (IL)

WFED 310: Leadership Competencies for Supervisors
3 Credits

Designed to teach contemporary supervisory leadership competencies for mid-career learners with front-line supervisory responsibilities in the workplace. WF ED 310 Leadership Competencies for Supervisors (3) Leadership Competencies for Supervisors is a course designed primarily for adult learners engaged in supervisory roles and functions in the workplace. Its purpose is to ensure that all students are equipped with the contemporary supervisory leadership competencies that are needed to function effectively in today’s workplace. Upon completion of this course, the student should be able to a) Recognize the important role and function of supervisory leadership, b) Relate common critical situations experienced by supervisors and how they were handled, c) Demonstrate proficiency in competency areas important to supervisory success such as effective communication strategies, methods for resolving conflict, managing employees, etc., and d) Demonstrate ability to develop individuals and teams. Students will be assessed and evaluated through quizzes, instructor and peer observation, self-assessments and reflection, and demonstration of project deliverables.

Prerequisite: two years of work experience, or fourth-semester standing, or prior approval by instructor

WFED 323: Vocational Student Organizations
3 Credits

Methods in originating, managing, and advising vocational student organizations.

WFED 395A: Trade and Industrial Occupational Experience
1-8 Credits/Maximum of 24

Individual work experience in manufacturing environment or skilled craft area to develop professional competence in specific occupation.

Prerequisite: completion of an occupational learning period in the field of certification or field of specialization

Full-Time Equivalent Course

WFED 395B: Occupational Resources Competence
1-8 Credits/Maximum of 24

WF ED 395B Occupational Resources Competence (1-8 per semester/maximum of 24) Occupational Resources Competence is a course designed primarily for adult learners who demonstrate an adequate understanding of contemporary resource usage and management related competencies that are needed to function effectively in today’s global business environment. These competencies include: resource usage, resource management, computer and basic literacy, and understanding of systems in the workplace. Students will demonstrate competence through documentation of tasks performed and reflection on specialized accomplishments.

Prerequisite: completion of a two-year formal learning period in the field of specialization

WFED 399: Foreign Studies
1-12 Credits/Maximum of 12

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest. Several different topics may be taught in one year or semester. A specific title may be used in each instance and will be entered on the student’s transcript.

International Cultures (IL)

WFED 402: Supervision of Vocational Education
3 Credits

For administrators, supervisors, and teachers responsible for improvement of instruction through supervision or for students preparing for supervisory work.

WFED 403: Technologies for Work Effectiveness
3 Credits

This seminar-style course is designed to provide workforce professionals with opportunities to learn about contemporary workplace technologies, tools and platforms, share experiences, and to be able to make informed decisions regarding their use. The course will focus on technology affordance in specific contexts and a deeper understanding of the use of such technologies in terms of their benefits, costs and implementation challenges.

Prerequisite: 7th semester standing or higher or permission of program
WFED 405: Project Management for Professionals

3 Credits

Covers the essential concepts and skills needed to make effective contributions on projects, on time and within budget. WF ED (ENGR) 405 Project Management for Professionals (3) Professionals in the workplace carry out many different projects every day ranging from somewhat small tasks, e.g., planning events and designing courses, to big projects, e.g., launching an enterprise wide system. Project Management for Professionals is a practical "hands-on" course designed for mid-career adult students and covers the essential concepts and skills needed to make effective contributions and have an impact on the successful accomplishment of projects on time and within budget. Project management principles and techniques are presented with an emphasis on how they are applied to real world workforce development projects. Topics include the project management life cycle and process; techniques for planning, scheduling, budgeting, and controlling project performance; project manager responsibilities and skills; project team development and effectiveness; project communication; and organization structures.

Prerequisite: two years of work experience, or fourth-semester standing, or prior approval by instructor
Cross-listed with: ENGR 405

WFED 410: Leadership Competencies for Professionals

3 Credits

Designed to teach contemporary professional leadership competencies for workforce professionals who do not currently have supervisory responsibilities. WF ED 410 Leadership Competencies for Professionals (3) Leadership Competencies for Professionals is a course designed primarily for adult learners who demonstrate high leadership potential and who may not have significant supervisory and managerial responsibilities. Its purpose is to ensure that all students develop an adequate understanding of the contemporary professional leadership competencies that are needed to function effectively in today’s global business environment. These competencies include: collaboration / multi-disciplinary team-building, leadership in diversely distributed team environments, interpersonal communication in the workplace, conflict resolution / human performance management, project management, problem-solving / creative thinking / ethical decision making, and contemporary and emerging technology usage. Students will be assessed and evaluated through quizzes, instructor and peer observation, self-assessments and reflection, and team projects and presentations.

Prerequisite: two years of work experience, or fourth-semester standing, or prior approval by instructor

WFED 411: Occupational Safety and Health for Workforce Education and Development Professionals

3 Credits

This course assists participants in creating and supporting workplaces and educational environments free of occupational safety and health hazards. WF ED 411 Occupational Safety and Health for Workforce Education and Development Professionals (3) This course is designed to offer participants the knowledge and skills they need to create and support workplaces and educational environments free of occupational safety and health hazards. It provides Occupational Safety and Health Administration (OSHA) compliance and workplace safety training to educators, managers, supervisors, and other employees in the Career and Technical Education field as well as the Oil and Gas Drilling Industry, Advanced Manufacturing, and Construction industries.

Prerequisite: a minimum of 2 years work experience or 4th semester standing

WFED 413: Vocational Education for Special-Needs Learners

3 Credits

Introduction to program modifications, supplementary services, and resources required for special-needs learners in vocational and practical arts education programs.

WFED 414: Teaching Career and Technical Education Content to Diverse Learners

3 Credits

This course explores the legal aspects of transitioning students from school to college and work, to assist Career and Technical Education (CTE) teachers in becoming active participants in assisting learners with special needs. Topics such as the role of assessment and how it can be used to bring about positive changes in curriculum and pedagogy to promote enhanced learning and skill development will be addressed. This course will also introduce participants to instructional tools and strategies that will help teach to multiple levels of student abilities. This course explores the legal aspects of transitioning students from school to college and work, to assist Career and Technical Education (CTE) teachers in becoming active participants in assisting learners with special needs. Topics such as the role of assessment and how it can be used to bring about positive changes in curriculum and pedagogy to promote enhanced learning and skill development will be addressed. This course will also introduce participants to instructional tools and strategies that will help teach to multiple levels of student abilities. Workforce education program modifications, supplementary services, and resources required for diverse learners will be provided throughout this course. Students will learn to develop specialized adaptations and accommodations based on educational research to promote the transfer of knowledge and skill. Special attention will be placed on data driven decisions in workforce education and the role CTE teachers.

Prerequisite: WFED 105

WFED 424: Facilitating Career Development

3 Credits

This course provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. CN ED (WF ED) 424 Facilitating Career Development (3) This course provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. This course addresses the following 12 Career Development Facilitator (CDF) competencies: 1) helping skills, 2) labor market information and resources, 3) assessment, 4) diverse populations, 5) ethical and legal issues, 6) career development models, 7) employability skills, 8) training clients and peers, 9) program management/implementation, 10) promotion and public relations, 11) technology, and 12) consultation. These 12 competencies are identified by the National Career Development Association (NCDA) for those who (will) deliver career development programs and services in a variety of settings. Potential job titles of CDFs include career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational
and labor market information resource person, human resource career
development coordinator, employment/placement specialist, and
workforce development staff. With certain years of work experience in
career development, students who complete this course are eligible to
apply for the Global Career Development Facilitator (GCDF) certification
through the Center for Credentialing & Education (CCE), which is affiliated
with the National Board for Certified Counselors (NBCC). A GCDF is a
person who works in any career development setting or who incorporates
career development information or skills in their work with students,
adults, clients, employees, or the public. As of January 2011, about
18,000 individuals acquired the GCDF certification world-wide including
Bulgaria, Canada, China, Germany, Japan, Romania, Turkey, South Korea,
and New Zealand. The goal of the GCDF credential was to provide
standards, training specifications, and credentialing for diverse career
development practitioners. This GCDF credential differentiates two
levels of career practice, which are 1) career counseling and 2) career
facilitation that does not require a counseling degree. This differentiation
reflected the reality where many individuals who are currently providing
career assistance are not professional counselors. This course is taught
by a nationally and internationally trained CDF Instructor (CDFI) who is
certified by the NCDA. In addition, the CDF curriculum is updated every
three years by the Career Development Leadership Alliance (CDLA) under
the supervision of the NCDA CDF Advisory Council in order to keep up
with recent changes in the field.

**Prerequisite:** 300-400 level Psychology, HD FS, or Education courses or
permission of the program

Cross-listed with: CNED 424

WFED 428: Fiscal Accounting and Management for Workforce
Development Professionals

3 Credits/Maximum of 3

This course explores the subject of accounting through the sub-
disciplines of financial and managerial accounting for Workforce
Development Professionals.

**Prerequisite:** two years of work experience, or fifth semester standing, or
prior approval by instructor

WFED 441: Conceptual and Legal Bases for Cooperative Vocational
Education

2 Credits

History, conceptual and legal bases for a cooperative vocational
education program.

**Prerequisite:** WF ED445

WFED 442: Operating Cooperative Vocational Education Programs

2 Credits

Student and training station selection, training plan and related
subject development, records and reporting systems, school-industry
coordination.

**Prerequisite:** WF ED441

WFED 445: Vocational Guidance

3 Credits

Problems and possibilities of vocational guidance; the field of guidance
and guidance literature; methods of field work; school guidance

**Prerequisite:** WF ED105 ; fourth-semester standing

WFED 450: Cultural Diversity in the Workplace

3 Credits

Provides opportunities for students to explore different cultures and
mores that are changing the dynamics of the workplace.

International Cultures (IL)
United States Cultures (US)

WFED 451: Lean-Sigma for Professionals

3 Credits

The course focuses on essential lean and six sigma concepts to improve
processes in any industry.

**Prerequisite:** two years of relevant work experience or fourth semester
standing or prior approval by program

WFED 471: Training in Industry and Business

3 Credits

Appraisal of training functions and development of competencies in work
analysis, design, development, delivery, and evaluation of training.

**Prerequisite:** seventh-semester standing or higher

WFED 495: Internship

1-6 Credits/Maximum of 6

Supervised off-campus, nongroup instruction including field experiences,
practicums, or internships. Written and oral critique of activity required.

**Prerequisite:** prior approval of proposed assignment by instructor

WFED 495A: Cooperative Education Practicum

2 Credits

Validation of competencies learned in prerequisite courses during
interaction with professional staff while functioning under the
supervision of a certified cooperative coordinator.

**Prerequisite:** WF ED445

WFED 495C: Student Teaching

10 Credits/Maximum of 10

Supervised observation and practice teaching in approved vocational
industrial schools/health occupations education settings.

**Prerequisite:** successful completion of occupational competency
evaluation. PA Act 34 clearance required. In addition, non-Pennsylvania
residents must provide evidence of an FBI background information check.
(Forms: 228 Chambers)

WFED 495D: Instructional Internship in Industrial Training

5 Credits

Supervised internship in industrial training. Interns will be expected to perform instructional duties in industrial environments.

Prerequisite: WF ED105, WF ED106, WF ED207W, WF ED270, WF ED471; successful completion of occupational competency examination

WFED 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

WFED 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

WFED 499: Foreign Studies

1-12 Credits/Maximum of 12

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest. Several different topics may be taught in one year or semester. A specific title may be used in each instance and will be entered on the student's transcript.

International Cultures (IL)