**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 207W: Assessment Techniques**
3 Credits
Assessment, recording, and reporting of learning in an integrated competency based vocational education system.

**Prerequisite:** WF ED105

**Writing Across the Curriculum**

**WFED 270: Introduction to Industrial Training**
3 Credits
Overview of training profession. Introduction to economic and psychological foundations. Examination of relationship of industrial training to education. WF ED 270 Introduction to Industrial Training (3)
This course is designed to prepare individuals for a variety of training practitioner roles in businesses and industry. This course is actually the first of two courses and is an introduction to the required core courses for emphasizing the training and development professional curriculum in the Department of Adult Education, Instructional Systems and Workforce Education and Development. It is the intent of this course to equip participants with entry-level knowledge and skill to successfully pursue other designated professional core courses on needs assessment, organization development, and cross-cultural training. All of these courses fall into the category called Human Resource Development (HRD). Industry trainers have had the opportunity to provide formal training to many persons with a wide variety of skills and competencies. Previous train-the-trainer courses in this series have addressed presentation techniques, assessment, facilities management and safety. This course will help trainers gain a total understanding of their role in the larger picture of Human Resource Development. Although traditional education is often focused on helping individuals lead better lives, training is usually focused specifically on the work that people do in one organizational setting. HRD deals with the financial value of human beings to organizations. In this course, the HRD field will be examined with respect to the training component with which participants are connected.

**WFED 296: 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 297: 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 299: 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Full-Time Equivalent Course</th>
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</thead>
<tbody>
<tr>
<td>WFED 310</td>
<td>Leadership Competencies for Supervisors</td>
<td>3</td>
<td>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 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.</td>
<td>Prerequisite: two years of work experience, or fourth-semester standing, or prior approval by instructor</td>
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<tr>
<td>WFED 323</td>
<td>Vocational Student Organizations</td>
<td>3</td>
<td>Methods in originating, managing, and advising vocational student organizations.</td>
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<tr>
<td>WFED 395A</td>
<td>Trade and Industrial Occupational Experience</td>
<td>1-8</td>
<td>Individual work experience in manufacturing environment or skilled craft area to develop professional competence in specific occupation.</td>
<td>Prerequisite: completion of an occupational learning period in the field of certification or field of specialization</td>
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<tr>
<td>WFED 395B</td>
<td>Occupational Resources Competence</td>
<td>1-8</td>
<td>WF ED 395B 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.</td>
<td>Prerequisite: completion of a two-year formal learning period in the field of specialization</td>
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<tr>
<td>WFED 395C</td>
<td>Occupational and Professional Competence (1-8 per semester/maximum of 24)</td>
<td>1-8</td>
<td>WF ED 395C Occupational and Professional Competence is a course designed primarily for adult learners who demonstrate an adequate understanding of contemporary professional mastery related competencies that are needed to function effectively in today's global business environment. These competencies include: interpersonal competence, oral and written communication, conceptual thinking, learning and information, self-responsibility and management in the workplace. Students will demonstrate competence through documentation of tasks performed and reflection on specialized accomplishments.</td>
<td>Prerequisite: completion of a two-year formal learning period in the field of specialization</td>
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<tr>
<td>WFED 395D</td>
<td>Occupational Work Experience</td>
<td>1-8</td>
<td>Individual work experience in the manufacturing, health, service, or financial arena.</td>
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</tr>
<tr>
<td>WFED 397</td>
<td>Special Topics</td>
<td>1-9</td>
<td>Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.</td>
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<tr>
<td>WFED 399</td>
<td>Foreign Studies</td>
<td>1-12</td>
<td>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.</td>
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<tr>
<td>WFED 402</td>
<td>Supervision of Vocational Education</td>
<td>3</td>
<td>For administrators, supervisors, and teachers responsible for improvement of instruction through supervision or for students preparing for supervisory work.</td>
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<tr>
<td>WFED 403</td>
<td>Technologies for Work Effectiveness</td>
<td>3</td>
<td>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</td>
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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 managers' responsibilities and skills; team development and effectiveness; project communication; and organization structures.

**Enforced Prerequisite at Enrollment:** 4th semester standing. Students with no 4th semester standing need to provide evidence to the instructor of their work experience.

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
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 techniques.

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 472: Platform Skills for Workplace Learning and Performance
3 Credits
Platform skills focus on theory and practice related to delivering well-crafted and effective training presentations. Platform skills are particularly critical in business, industry and technical education, as the content covered in these fields involves direct application of the cognitive, affective and psychomotor learning domains in real world situations. Therefore, the purpose of this course is to provide participants with the skills and abilities needed to develop and deliver high quality professional presentations within business, industry and applied educational settings. Through this highly dynamic and interactive course, students will enjoy using their creativity to successfully communicate important information through oral presentations. A major emphasis will be placed experiential teaching and learning techniques and theory to practice connections which will enable participants to develop and deliver well-crafted and effective training presentations, while having fun in the process.

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)