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What is the current status of vocational and technical education programs? What are the current and projected sources of employment in various communities? How do these two questions influence each other? In

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order to keep up with the labor demands of an increasingly complex and technologically-oriented workplace, vocational and technical schools need to keep their programs on the cutting edge of contemporary work environments.

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This book offers useful information about how to plan, develop, implement, and succeed in vocational and technical programs. The twelve chapters take the reader through these programs from start to finish. Also included are

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numerous illustrations, forms, and descriptions of how to successfully work through the development process. Each chapter includes a set of references that assist in gathering additional related information. Instructors,

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*administrators, curriculum
specialists, and anyone involved in
the vocational and technical
education field.*

*Tech-Prep : Administrative
Guidelines Model*

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*Vocational
Agriculture/agribusiness
Development of Procedures for
Assessing the Impact of Vocational
Education Research and
Development on Vocational
Education (Project IMPACT).: A*

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*Case study of the Illinois
Occupational Curriculum Project
The State-of-the-art : Prepared for
the Division of Vocational
Education and Community Colleges,
Alabama State Department of
Education in Preparation for a*

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*Series of EPDA Workshops, June,
1975*

*International Workshop on
Curriculum Development in
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Curriculum Development in Vocational

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The Implications of Participative
Management for Vocational Education
Curriculum Development in Florida
Massachusetts Manual for Competency-

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based Vocational Education Curriculum
Development
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College Based Staff and Curriculum
Development for Vocational Preparation
A Research Model for Curriculum
Development in Vocational/technical
Education

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Resource Guide for Vocational
Education and Planners
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Materials are presented from a seminar that brought together practicing German and British educationalists to compare the differing curriculum decisions and implementation processes in

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A foreword provides the objectives, methods, and funding bodies. Section 2 is a comparative introduction to the text that makes recommendations for further study. Detailed comments on the

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formal structure of technical and vocational education in the Federal Republic of Germany are offered. Specific topics are the upper secondary vocational school system, vocational training at upper secondary level outside schools, and curriculum processes.

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Section 4 is a glossary of terms used in the three specialists reports. The next three sections

contain the reports of the technician education, business education, and vocational education groups. Each report describes the structure of the educational

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system in the two countries as determined from visits and the curriculum and/or curriculum development. Section 8 presents the conclusions and suggestions for further study from each of the three groups. The final section includes the seminar timetable

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with a list of institutions studied
during the seminar and a list of
membership in the seminar. (YLB)

?????????????

Function-task-competency
Approach to Curriculum
Development in Vocational
Education in Agriculture

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A Guide to Curriculum
Development in Vocational
Education
A Study of Current Practices in
Technical Vocational Curriculum
Development in Community
Colleges of the Western States
Vocational needs assessments and

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curriculum development

The purpose of this study
was to investigate the

practices of curriculum
development in the

community colleges of the
western states and make

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recommendations for guidelines that can be used to plan, implement, and evaluate technical vocational programs in the community colleges. The various functions of other

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organizations concerned
with curriculum
development were
considered. The findings
of this study were limited
primarily to an analysis
of the facts and opinions

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concerning the practices
of curriculum development
and evaluation of
technical vocational
education programs in
public community college,
as expressed on

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questionnaires received
from state directors and
community college
administrators of
technical vocational
education in the West.
Fifty-six community

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college administrators in ten western states were represented in the investigation. State directors in the same ten states participated in the study. The data received

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from the questionnaire
returns were recorded,
analyzed, and interpreted.

A comparison of the
information from both
administrative groups in
the study was made. The

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literature revealed data
that established a setting
for the study by tracing
the vocational education
and community college
movements, developments in
Oregon, issues in

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technical vocational
education, and trends.
Summary The formal
requirements in technical
vocational curriculum
development in the ten
western states suggest

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that approvals are required by the community college and state department of education officials before a new course or curriculum can be offered. This

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permission is especially necessary where state or federal funds are requested to support the offering. Recent changes in curriculum development at the community college

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level include more extensive use of advisory committees, involvement of faculty to a greater extent, and strengthening or expanding the technical vocational offerings,

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State departments of education are producing guidelines, working out arrangements with state community college boards, and contracting with several schools for the

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funding of curriculum laboratories. The major resources or other sources of help in curriculum development were found to be materials developed by other community colleges,

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materials, state
departments of education,
and the professional
literature. Many community
colleges were receiving
help from occupational

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advisory committees,
faculty, local surveys,
professional organization,
and attendance at
professional meetings.
Financial support for
curriculum development

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generally was not found to be budgeted as such at either the community college or state department of education level. The biggest curriculum development

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expenditures at the
community colleges were
being made for
professional libraries,
extra pay for curriculum
work, summer employment,
released time to work on

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curriculum, and travel
time and expenses to visit
other community colleges
with curriculums of
interest. The state
departments of education
were employing community

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college and curriculum
specialists and
contracting with other
agencies in addition to
providing a professional
library. Curriculum titles
found in the study that

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were offered in the past
are currently the basic
offering. No new titles
are planned for the near
future. Nonengineering
related curriculums
outnumber the engineering

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related nearly two to one
and are the fastest
growing in number and
enrollment. Technical
vocational education makes
up approximately one-third
of total enrollment and

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this ratio is not expected to change in the near future. In the planning and implementing of a new curriculum offering, the community college administrators must

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perform a great variety of activities before the necessary approvals can be obtained. These activities include involvement of the advisory committee, faculty, and

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administration. Data needed to justify the offering are found by using a community survey, employment service, and information from other sources. Leadtime needed

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to estimate and acquire
the building space,
equipment, and supplies
needed, employ an
instructor and recruit and
screen students will take
a minimum of nine months.

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The community college and state department administrators agree generally on the criteria appropriate to the evaluation of a community college technical

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vocational program. These criteria are the same as those used to evaluate a successful vocational education program at the high school level.

Recommendations In summary

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it is recommended that the appropriate agency officials should make every effort to locate the bulk of the technical vocational curriculum development at the

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It is further recommended
that each community
college president use the
findings of this study to
establish guidelines for
technical vocational

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curriculum development
that are consistent with
and will contribute to
their institutional goals.
The state departments of
education and the U.S.
Office of Education should

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examine their roles in curriculum development to the end that greater emphasis, funds, and professional assistance can be directed to the community college as the

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main force in curriculum
building.

Curriculum Development
Needs for Vocational
Education
Project Background, Plan,
and Model Development

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The Anglo-German Report on
Curriculum Development for
Vocational Education
A Guide for Teaching
Curriculum Development in
Vocational Home Economics
Planning, Content, and

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