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ABSTRACT Seven graduate students were awarded Office of Education Professional Development Act (EPDA) fellowships to participate in the occupational education leadership program developed by Southern Illinois University during the 1974-75 academic year. All were enrolled as full-time students, three at the master's degree level and four at the doctoral degree level. During the year, each Fellow engaged in at least four distinctive types of leadership development activities. Each earned at least six semester hours of credit in individually arranged internships; completed administrative processes, theory, and planning courses; participated in an exclusive series of leadership development seminars; and engaged in related enrichment activities such as serving on an Illinois Division of Vocational and Technical Education public school evaluation team. The EPDA Leadership Development program has been evaluated and, in general, its objectives have been achieved. The interdisciplinary, performance-based, individualized program has been awarded continued status and funding for the 1975-76 year. The report gives an eight-page description of the leadership development program, a six-page description of the university's occupational education program, and a four-page description of the program evaluation. Approximately one-third of the documents is comprised of a list of personnel and the Fellows' vitae. (Author/AJ)

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Final Report

EPDA Leadership Development Program

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Occupational Education

Educational Administration

Southern Illinois University at Carbondale

Grant: OEG-0-74-8629

September 1, 1975

EPDA: LEADERSHIP DEVELOPMENT PROGRAM

FINAL REPORT:

Conducted under contract with the United States Office of Education in accordance with provisions of the Education Professions Development Act; Part F, Section 552. Grant Number OEG-0-74-8629 (503); Dr. Charles Hempstead, State of Illinois Personnel Development Coordinator.

Director: Dr. Wayne S. Ramp, Professor, Occupational Education, Department of Vocational Education Studies.

Assistant Directors: Mr. William K. Appelgate, Occupational Coordinator, College of Education and Dr. James C. Parker, Associate Professor, Department of Educational Administration and Foundations.

Research Assistants: John L. Bradley, Charlotte Ferketich, Joyce K. Perry, Kathleen A. Pirages, and Geraldine Roberts.

Southern Illinois University at Carbondale
Carbondale, Illinois 62901

September 1, 1975

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ABSTRACT

Seven graduate students were awarded fellowships to participate in the Occupational Education leadership program developed by Southern Illinois University at Carbondale during the 1974-75 academic year. These fellowships were awarded by the United States Office of Education under provisions of the Education Professions Development Act (EPDA) Part F, Section 552.

All of the EPDA Fellows were enrolled as full-time students, three at the Master's Degree level and four at the Doctoral Degree level. Six Fellows were from Illinois and one was from California.

During the academic year, each Fellow engaged in at least four distinct types of leadership development activities. Each earned at least six semester hours of credit in individually arranged internships; completed administrative processes, theory, and planning courses; participated in an exclusive series of leadership development seminars; and engaged in related enrichment activities such as serving on an Illinois Division of Vocational and Technical Education public school evaluation team.

The EPDA Leadership Development program has been evaluated and, in general, its objectives have been attained. The Occupational Education program offered by Southern Illinois University at Carbondale has been awarded continued status as a United States Office of Education approved and funded EPDA Leadership Development Center for the 1975-76 academic year.

PERSPECTIVE

The Education Professions Development ACT (EPDA) Leadership Development Program of Southern Illinois University at Carbondale (SIU-C) evolved from the Occupational Education Administration Project (OEAP), a project funded by the Illinois Division of Vocational and Technical Education. OEAP, which has been in continuous operation at SIU-C for the past four years, originally resulted from a 1971 RFP (Request for Proposal) that called for the development of a model performance-based program to prepare vocational directors. The model program was implemented during the 1972-73 academic year, and during 1973-74, the program was refined and instructional materials were developed. Because of the leadership development experience they had acquired, and because they were part of a progressive, comprehensive, career-oriented department, OEAP's staff responded to a United States Office of Education announcement during the Spring of 1974, and SIU-C became an EPDA approved institution. The EPDA Leadership Development Program and Occupational Education Administration projects have operated concurrently on the Southern Illinois University at Carbondale campus since that time.

EPDA Leadership Development Program was an interdepartmental

effort, jointly sponsored by the Departments of Vocational Education Studies and Educational Administration and Foundations.

The purpose of this project was to prepare Occupational Education leaders for Illinois and for the nation. Dr. Wayne S. Ramp, Professor of Occupational Education in the Department of Vocational Education Studies was Director; Dr. James C. Parker, Associate Professor of Educational Administration and Foundations and Mr. William K. Appelgate, Occupational Coordinator, College of Education, were Assistant Directors. Several other College of Education faculty and staff were also involved in the project in various capacities.

THE LEADERSHIP DEVELOPMENT PROGRAM

Objectives

The principal objective of Southern Illinois University at Carbondale's EPDA Leadership Development Program was to provide training based upon, but not limited to, the 159 Occupational Education Administration Project Performances outlined in Occupational Education Leadership: A Performance Based Approach (Reuter). The EPDA Leadership Development Project was designed for potential and participating Occupational Educators who would, upon completion of the program, become employed in Occupational Education leadership positions within the nation's agencies, institutions, schools, and colleges. Specific objectives were as follows:

- 1) To place program participants in career/occupational education leadership positions by September, 1975.
- 2) To properly certificate program participants for, at least, an entry level leadership position.
- 3) To refine, further develop, and validate the model university leadership training program based on the 159 previously identified performances (Ramp and Anderson).
- 4) To increase the pool of adequately prepared and knowledgeable persons available for leadership roles in career and occupational education.
- 5) To strengthen the performances of those practicing career and occupational education leaders who have identified performance deficiencies.
- 6) To disseminate to the University's educational administration faculty, through intra-institutional working agreements, interdisciplinary programs, and cooperative program supervision, a rationale for career and occupational education.

Various strategies were employed to assist the EPDA Fellows in meeting their individual goals and in meeting the project's objectives.

Academic Program

Because the EPDA Leadership Development Program incorporated so many individualization features, each Fellow's program was one of a kind. However, it is possible to construct a typical program from a composite of the learning experiences completed by the seven EPDA Fellows.

Performance Portfolios

The blueprint for each Fellow's Leadership Development Program was the performance portfolio developed earlier for this purpose.

It outlined the 159 Occupation Education Administration performances originally developed by OEAP staff. Included as part of each performance statement is a pre-assessment and a post-assessment, both of which are based upon Bloom's Taxonomy of Educational Objectives.

Use of the performance portfolio facilitated individualization of each Fellow's Leadership Development Program. Fellows selected those performances which corresponded to their previously stated goals and objectives, underwent pre-assessment, proceeded to develop the necessary performance proficiencies, and then underwent post-assessment. Competence (a minimally acceptable proficiency) was designated as at least the "knowledge" level of proficiency on 90 percent of the proficiencies selected. In addition, Fellows were encouraged to follow the prescribed format while they also developed abilities not included in the performance portfolio. Some examples of learning activities not on the Occupational Education Administration performance list that were completed by Fellows, include: assertiveness training, practice in parliamentary procedure, and development of testimony for vocational education legislation hearings.

Since the performances, including those suggested by the Fellows, were clearly outlined at the beginning of the program, the Fellows were responsible for their successful accomplishment. To achieve a necessary performance, he/she could pursue internship activities, relay (through project staff) competency develop-

ment concerns into the classroom setting for resolution; attend workshops; and if the internship, classroom activities, and other

planned experiences failed to develop competency, the Fellow could design his/her own learning activities for competency development. Continuing periodic post-assessments at levels of proficiency lower than program expectations, i.e., lower than the "knowledge" level of proficiency indicated to the staff that an intern needed competency development assistance.

Internship

All Fellows completed internships. Typically the total hours completed would be broken up into several two, three, or four semester hour units. Fellows usually completed one or two internships in some related on-campus unit then earned the remainder of their internship credit in one external agency or institution. An example of on-campus internships included: (1) serving as an assistant on a career education demonstration project; (2) participating as a member of the University Graduate (faculty) Council; (3) working as an assistant to the School of Technical Careers Allied Health Program Director; and (4) assisting with the design and implementation of a "Developmental Skills Program." Off-campus internships included: (1) service with a state office of education, (2) work with a community college Occupational Education Dean; and (3) design and implementation of community college adult education courses.

Experience to date indicates that the beginning (or motivating) ~~idea and place of proficiency development may be different~~ for each Fellow. For instance, some Fellows gained new knowledge in classwork discussions of theory which, when applied in internship practice, became the springboard of growth. Others, on the same performance, found internship practice or a coordinator's visit to be the beginning of growth, later tested and verified by classroom study of theory.

Coursework

As provision of role models and group identity are prerequisites to leadership development, Fellows completed, as a group, special Educational Administration Process and Educational Administration Theory courses, and weekly leadership development seminars involving learning activities not available in any other way. For example, at one seminar, Fellows conducted a simulated collective bargaining session. Other coursework was selected by each Fellow and his advisor, in accordance with individual program needs.

Masters degree students were required to have completed Principles and Philosophy of Vocational and Technical Education; Research in Occupational Education; Legislation, Organization and Application of Occupational Education, and Occupational Information and Guidance courses plus the completion of a research paper or thesis.

Electives completed by Master Degree students included Evaluation of Occupational Education Programs, Introduction to Cooperative Education, and Planning Occupational Education Facilities.

Doctoral students were required to complete College of Education seminars on the Behavioral and Cultural Foundations of Education. Suggested Occupational Education programs leading to management, professional development, or research specialization are outlined. However, doctoral students are given a great deal of freedom to design their own programs and other courses were elected by each student and his/her program committee. Doctoral students elected courses including:

"Policy Implementation and Supervision of Occupational Education

Planning Occupational Education Facilities

Cooperative Vocational Technical Education

New Developments in Occupational Education

Characteristics of Occupational Education Clientele

Occupational Education Planning and Policy Development

Articulated Occupational Education Programs

Special Investigations"

All doctoral students must also complete a minimum of twenty-four semester hours of dissertation.

Enrichment Activities

As a group, the EPDA Fellows attended the AVA Convention in New Orleans; the Edwards County Exemplary Vocational Program Field Day at Albion, Illinois, the Vienna State Prison's Educa-

tional Program; the Charmin factory at Cape Girardeau, Missouri, which is administered according to the latest Organizational Development techniques; hosted Paul Simon (their congressman and a member of the United States House of Representatives Education Committee) at a luncheon in his honor; and sponsored a program of activities, that was well attended by the faculty of the entire College of Education, in observance of National Vocational Education Week. As individuals, most Fellows served as team members during Illinois Office of Education evaluations and visited the State Office of Education. Fellows who had interests unique to themselves undertook activities such as attendance at special conventions; assisted in the organization, became a member, and regularly attended meetings of the Southern Illinois Council of Occupational Education Leaders; and participated in the Greater Egypt Round table meetings.

Office Space

The EPDA Fellows and the EPDA Leadership Development Project's staff each had individual desks. At mid-year they all moved together into two large adjoining offices. The result was development of an unmeasurable, yet very evident "sense of community" that translated into unified leadership development activity during the remainder of the year.

THE OCCUPATIONAL EDUCATION PROGRAM

Degree Programs

The graduate programs in occupational education at Southern Illinois University at Carbondale were among the first in the nation designed to serve all manner of occupational education personnel, regardless of occupational and subject matter specialty. By selecting appropriate coursework and other experiences related to their specialties, individuals may prepare for positions as master teachers, for positions in research, or for leadership positions in the many agencies and institutions which engage in occupational education in the public and private sectors.

A program of study is developed by the student and his advisor and each program depends upon individual deficiencies, interest, and career goals. Programs are flexible, and coursework may be completed in other units of the University. Students with bachelor's degrees in science, technology, business, engineering, or any area of occupational education may qualify for advanced study which may involve technical subjects, for study in work situations and educational institutions, and for internship in teaching, or for other professional assignments.

Master's degree students select one major area of concentration

and one minor professional area. Some of these areas are teacher of industrial occupations, trades and industries, technical subjects, health occupations, personal or public service occupations, coordinator of cooperative occupational education programs, and supervisor or director of secondary, area vocational, community junior college, or other vocational-technical or occupational education programs.

Doctoral students may pursue the Doctor of Philosophy in Education degree, with a specialization in Occupational Education. Students may elect concentrations in management, professional development, or research. All programs include individualized internships designed to develop and/or expand skill and knowledge gained in the student's overall program. Before graduation, students must be able to demonstrate proficiency in using research tools such as statistics and/or computer programming.

Courses

One benefit of the OEAP to the Occupational Education Program as a whole was that the content of existing courses was reassessed. This process was facilitated because the University converted from the quarter to the semester system while reassessment was in progress. As a result, it was easier than it might have been to add, drop, shift, and modify course content.

The EPDA Leadership Development Program was an interdisciplinary

program and this had the potential to cause complications. Problems were prevented when Dr. Parker, Assistant Project Director and Associate Professor of Educational Administration, redesigned two Educational Administration courses to accommodate many of the 159 Occupational Education Administration performances. The redesigned courses were required for all leadership development students.

They were as follows:

501-4 Educational Administration: Processes. An examination of the administrative processes dealing with interaction within the school organization and between the organization and its environment. Components will be viewed for their essential interrelatedness as well as their unique aspects. Emphasis will be placed upon the processes by which change is brought about in dealing with decision making; programming, communication, motivating, controlling, and evaluating.

503-4 Educational Administration: Introduction to Theory. Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences.

Most leadership development students also completed a related course, "Supervision of Instruction," taught by Dr. John Verduin, Professor of Educational Administration. Dr. Verduin had previous experience with the leadership development project since he had served as a University Supervisor of OEAP interns.

513-3 Supervision of Instruction. The function of the principal and/or supervisor in the improvement of instruction and in curriculum development. Activities, methods,

and devices for improving the effectiveness of instruction stressed.

As a further result of course reassessment, the Occupational Education program added a facilities planning course to correspond with that performance area.

510-3 Planning Occupational Education Facilities. Principles and practices of planning classrooms and laboratories for occupational education programs. How to work with administrators, staff, and paid professionals to assure judicious location and design of facilities.

The Occupational Education Program offers several courses that facilitate the individualization necessary to operate the EPDA Leadership Development Program. For example, OE 492-2 to 5 semester hours, Special Problems; OE 593-2 to 4 semester hours, Special Investigations; OE 494-2 to 6 semester hours, Practicum; and OE 519-1 to 16 semester hours, Internship, all enable Fellows to pursue specialized interests in depth. Occupational Education graduate courses include the following:

- 419-2 to 12 Occupational Teaching Internship
- 425-3 Introduction to Cooperative Vocational Education
- 450-1 to 5 Advanced Occupational Skills and Knowledges
- 485-3 Principles and Philosophy of Vocational and Technical Education
- 489-3 Defining and Developing Occupational Programs
- 490-3 Preparing Occupational Course Materials
- 492-2 to 5 Special Problems
- 494-2 to 6 Practicum
- 500-3 Research in Occupational Education

501-3 Legislation, Organization, and Application of Occupational Education

502-3 Evaluation of Occupational Education Programs

505A-3 Policy Implementation and Supervision of Occupational Education

505B-3 Policy Implementation and Supervision of Occupational Education

510-3 Planning Occupational Education Facilities

519-1 to 16 Internship

525-3 Cooperative Vocational Technical Education

526-3 Cooperative Post-Secondary Occupational Education

541-3 Occupational Information

550-3 Occupational Education in Diverse Settings

560-1 to 9 New Developments in Occupational Education

575-3 Characteristics of Occupational Education Clientele

580-3 Seminar

581-3 Occupational Education Planning and Policy Development

589-3 Articulated Occupational Education Programs

593-2 to 4 Special Investigations

599-2 to 6 Thesis

600-1 to 36 Dissertation

Faculty

Occupational Education faculty of Southern Illinois University at Carbondale have distinguished themselves regionally and nationally. For example, four major texts, Career Education: New Approaches to Human Development; Managing Career Education Programs;

Planning and Organizing Career Curricula: Articulated Education;
and Occupational and Career Legislation, were published by faculty during the past academic year. Another indication of both the competence of and the diversity of interests of the faculty at Southern Illinois University at Carbondale is that, as of December 31, 1974, Vocational Education Studies faculty were conducting fifteen different outside funded projects, including Agricultural Education Curriculum Development, Career Guidance Coordinator Preparation, Cooperative Education Analysis, Interdisciplinary Allied Health Curriculum Development, Writing of Guidelines for the Establishment of Programs for the Disadvantaged and Handicapped, and a Study of the Effects of Government Policy on Proprietary Schools.

EVALUATION

The 1974-75 academic year was the first year of operation for Southern Illinois University at Carbondale's EPDA Leadership Development Program. Although an immediate program evaluation has been conducted, five of the seven Fellows have not completed their degree programs and, as a result, a potentially more valid follow-up study of project graduates has not yet become possible.

Each Fellow's progress through the program was monitored and assessed using the performance portfolio described earlier in this report. Conventional course grades were also considered. Grades for internship were cooperatively assigned by Dr. John H. Erickson, Occupational Education Internship Coordinator, and by the Fellow's Local Cooperating Administrator.

All EPDA Fellows earned acceptable grades. Two Master's students completed their programs, one is employed in her specialty and the other has been awarded an assistantship and has entered the Occupational Education Ph.D. program. The third Master's Degree student has been awarded an assistantship and is currently enrolled in Ph.D. coursework while completing his final Master's degree requirement.

The four Doctoral students all plan to complete their Ph.D. program requirements before September, 1976. Three of them have

received Fellowships for the coming year and the fourth has been granted a departmental graduate assistantship.

During September, 1975, each Fellow wrote a statement of goals which he hoped to accomplish during the coming year. At the end of the 1974-75 academic year, each Fellow was given a copy of his goals and was asked to indicate to what degree they had been accomplished -- 100 percent, 75 percent, 50 percent, or 25 percent. At that time, 82 percent of the goals were at least 75 percent accomplished, while only 18 percent were less than half accomplished.

Each Fellow also completed an evaluation of his program. Figure 1 is a compilation of the data obtained.

FIGURE 1

FELLOWS' ASSESSMENT OF THE ADEQUACY OF EACH PROGRAM COMPONENT IN TERMS OF THEIR PERSONAL OBJECTIVES

N = 7	More than Adequate	Adequate	Inadequate
Orientation		5	2
Advising	2	5	
Coursework	1	6	
Program Individualization	4	3	
Program Comprehensiveness	3	4	
Program Coordination	1	6	
Career Education Emphasis	1	6	
Emphasis on Specialized Populations (Disadvantaged, Handicapped, etc.)	1	5	1
Field Trips	3	3	1
Seminars	3	4	
Workshops and Institutes	1	5	1
Internships	2	5	
Informal/Special Activities		6	

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The following are specific strengths and weaknesses which Fellows found in their Leadership Development Program.

Significant strengths:

- Development of individual goals and means of attaining them.
- The competency based aspect of the program.
- Association with and assistance from forward-looking, quality staff.
- Opportunity to attend state and national meetings.
- Opportunity to be involved in a competency-based program.
- Internships and weekly seminars.
- Availability of advisors and supervisors to discuss problems and to give advice and encouragement when needed.
- Desks in the EPDA office provided for all Fellows.
- Well outlined list of competencies to work toward in the program.
- EPDA Fellows were able to work on their own plans and receive guidance and help when needed.
- Latitude in program planning.
- Freedom to learn without constraints.

Fellows also compiled a list of suggestions for improvement:

1. Provide a complete orientation to the EPDA program.
2. Discuss weekly activities at the regularly scheduled 2-hour seminar.
3. Maintain a weekly activities sheet.

4. Make up an abbreviated list of internships and contact people.
5. Elect leaders before attending national meetings.
6. Review possible internship offerings other than the 159 competencies. For example, fiscal officership course, computer courses, project work, etc.
7. Provide more help in obtaining internships.
8. Provide more on-site conferences during internship.
9. Require that Fellows' goals be completed by end of first week of class.
10. Keep resumes of EPDA Fellows on file.
11. Maintain contact with key people in Washington and Springfield.
12. Visit to DVTE should be required of each intern.
13. Review of competencies to equalize degree of difficulty of all 159 competencies.
14. Independent study facilities for EPDA people should be provided.

In general, the EPDA Leadership Development Program appears to have a good start. Some modifications will be made in the orientation procedures for the coming year. Placement services will be provided as Fellows complete their programs and seek positions commensurate with their developed abilities.

PERSONNEL

Project Staff

Director: Dr. Wayne S. Ramp, Professor, Occupational Education, Department of Vocational Education Studies, Southern Illinois University at Carbondale.

Assistant Directors: Mr. William Applegate, Occupational Coordinator, College of Education, Southern Illinois University at Carbondale, and Dr. James C. Parker, Associate Professor, Educational Administration, Department of Educational Administration and Foundations, Southern Illinois University at Carbondale.

Research Assistants: John L. Bradley, Ph.D. candidate in Occupational Education; Charlotte Ferketich, M.S. Ed. Student in Occupational Education; Joyce K. Perry, M.S. Ed. Student in Occupational Education; Kathleen A. Pirages, M.S. Ed. Student in Occupational Education; Geraldine Roberts, M.S. Ed. Student in Occupational Education.

Resource Persons, Department of Vocational and Technical Education

Sherwood Dees, Director: Mr. Dees provided guidance and served as host to EPDA Fellows during their visit to the State Office of Education.

Bonnie Gillenberg, Director, Illinois DVTE; Region 6: Ms.

Gillenberg made two presentations regarding the Department of Vocational-Technical Education -- Local Education Agency interfaces in regard to fiscal policy.

Dr. Charles Hempstead, Illinois DVTE, Education Professions Development Coordinator: Dr. Hempstead coordinated Division of Vocational and Technical Education concerns relating to project functions and assisted Fellows in acquiring an understanding of the depth and breadth of Division of Vocational and Technical Education services available to Local Education Agencies.

Resources Persons: Southern Illinois University

Dr. Elmer V. Clark, Dean, College of Education: Dr. Clark was involved in the project in a supportive capacity. As the project was conducted within and with the approval of the College of Education, Dean Clark was never far removed from any phase of the project.

Dr. Larry J. Bailey, Professor, Occupational Education: Dr. Bailey presented seminars on Career Education, utilization of the ERIC system, and invited Fellows to attend ERIC and Career Education Advisory Council meetings with him.

Dr. Donald L. Beggs, Associate Dean, College of Education: Dr. Beggs presented a seminar of research resources available to graduate students.

Dr. Bill G. Gooch, Coordinator Occupational Education Program:

The EPDA Leadership Development Project was housed within the Occupational Education Programs' facilities involving him with the project in a supportive capacity.

Dr. John F. Huck, Assistant Professor, Occupational Education Program: Dr. Huck presented a seminar on characteristics of occupational clientele.

Dr. Edward B. Sasse, Chairman, Department of Educational Administration and Foundations: The EPDA Leadership Development Project was an inter-departmental effort involving Occupational Education and Educational Administration Professors. Dr. Sasse provided staff and support to the project.

Dr. James A. Sullivan, Chairman, Department of Vocational Education Studies: The Occupational Education Program is one component of the Vocational Education Studies Department. Dr. Sullivan was, therefore, involved with the project in a supportive capacity.

Dr. Lawrence Weisman, Assistant Professor, Occupational Education:

Dr. Weisman presented seminars on the education of the disadvantaged and handicapped student.

Internship Supervisors

Dr. Eleanor Bushee, Chairperson, Allied Health and Public Services,
Southern Illinois University School of Technical Careers:

Dr. Bushee served as an internship supervisor for Trish Heisig.

Dr. John H. Erickson, Professor, Occupational Education: Dr. Erickson served as the Fellows' internship coordinator.

Mr. Larry Garetto, Supervisor, Bureau of Industrial Education, California State Department of Education: Mr. Garetto served as an internship supervisor for James Acord.

Ms. Jessie Hailey, Coordinator, Development Skills Program, Southern Illinois University at Carbondale: Ms. Hailey served as an internship supervisor for Kenneth Smith.

Mr. Robert Irwin, Dean, Vocational Education, John Logan College: Mr. Irwin served as an internship supervisor for John McLuckie.

Mr. Joel Jennings, Dean of Career Education, Shawnee College: Mr. Jennings served as an internship supervisor for Marcia Allen.

Mr. Keith Mitchell, Guidance Counselor, Giant City School: Mr. Mitchell served as an internship supervisor for Marcia Allen.

Resource Persons, Other

Sandra Martin and William Johnson, Organizational Development Facilitators, Charmin Paper Products, Cape Girardeau, Mo.: Ms. Martin and Mr. Johnson served as hosts to the EPDA Fellows during a visit to the Charmin factory.

Mr. Alfred Redding, Director, Beck Area Vocational Center: Mr. Redding served as host to the EPDA Fellows during a visit to the Beck Area Vocational Center.

EPDA FELLOWS' VITAE

Each of the prospective Occupational Education Leaders, whose resumes are presented herein, entered the project with a unique combination of professional education and experience. All have now completed at least one year of the EPDA Leadership Development Program of Southern Illinois University at Carbondale.

<u>Fellow's Name and Specialization</u>	<u>Page</u>
James Acord, Industrial Education	24
Marcia Allen, Home Economics Education	25
Trisha Heisig, Dental Hygiene	26
John McLuckie, Engineering Technology	27
Pauletta Morse, Business Education	28
Robert Peacock, Aviation Technology	29
Kenneth Smith, Industrial Education	30

James F. Acord
157-2 Evergreen Terrace
Carbondale, Illinois 62901

PROFESSIONAL EDUCATION:

Ph.D. in Education in Progress, Southern Illinois University at
Carbondale

M.S.Ed., Southern Illinois University at Carbondale, 1970

B.S., Ball State University, 1965

PROFESSIONAL EXPERIENCE:

Department Chairperson, Fontana High School, Fontana, California,
1972-1974; Work Experience Advisor, 1972-1973; VICA Advisor,
1972-1974; Instructor Vocational and Machine Shop; 1969-1974;
Power Mechanics Instructor, 1966-1968

Instructor, Industrial Arts, New Castle, Indiana, 1965-1966

INTERNSHIP EXPERIENCE:

Conducted Career Education research under the direction of Dr.
Larry J. Bailey

Served on New Programs Committee of the Graduate (Faculty) Council

Served with the California State Department of Education

Served on an Illinois Division of Vocational and Technical Education
public school evaluation team

CREDENTIALS:

State of California standard subjects/full-time Industrial Arts
and Occupational 8.1 Metals Credentials

PROFESSIONAL MEMBERSHIPS:

American Vocational Association, 1966-present; Convention, 1974

California Association of Vocational Education, 1966-present

California Industrial Education Association, 1966-present;

President, 1973-1974; Editor, 1973-1974

Iota Lambda Sigma, 1966-present; Executive Council, 1975-present

Phi Delta Kappa, 1974-present

Illinois Industrial Education Association, 1965-present; Editor,
1975-present

World Future Society, 1970-present

Marcia E. Allen
192-8 Evergreen Terrace
Carbondale, Illinois 62901

PROFESSIONAL EDUCATION:

Ph.D. in Education in Progress, Southern Illinois University at Carbondale
M.S. in Home Economics, Southern Illinois University at Carbondale, May, 1975
B.S. in Home Economics, Southern Illinois University at Carbondale, August, 1968

PROFESSIONAL EXPERIENCE:

Graduate Assistant, Southern Illinois University at Carbondale, Cost Differential Project, 1973-1974; School of Home Economics, Publications Editor, 1972-1973; Department of Child and Family, 1969-1970
Instructor, fourth grade, Waterloo Elementary School, Waterloo, Illinois, 1968-1969

INTERNSHIP EXPERIENCE:

Prepared and taught an Adult Education Course at Shawnee College
Assisted the Guidance Counselor at Giant City Elementary School in writing their one and five year plan
Served on an Illinois Division of Vocational and Technical Education public school evaluation team

CREDENTIALS:

State of Illinois Type 03, Elementary K-9 Teaching Certificate
State of Illinois Type 09, High School 6-12 Teaching Certificate

PROFESSIONAL MEMBERSHIPS:

American Vocational Association, 1974-present; Convention, 1974
National Home Economics Teacher Association, 1975-present
Iota Lambda Sigma, 1974-present; Picnic Chairman, 1974; Secretary-Treasurer, 1975-1976
Kappa Omicron Phi, 1966-present
Phi Delta Kappa, 1975-present

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PROFESSIONAL EDUCATION:

- M.S. Ed. in Occupational Education, Southern Illinois University at Carbondale, August, 1975
- B.A. in Psychology, Southern Illinois University at Carbondale 1973
- A.S. in Dental Hygiene, Southern Illinois University at Carbondale, 1975

PROFESSIONAL EXPERIENCE:

EPDA Fellow, Southern Illinois University at Carbondale, 1975

INTERNSHIP-EXPERIENCE:

Assisted the Director of the Southern Illinois University at Carbondale's School of Technical Careers Allied Health Program.

PROFESSIONAL MEMBERSHIPS:

- American Vocational Association, 1974-present; Convention, 1974
- American Dental Hygienist's Association, 1973-present, Convention, 1974
- Phi Delta Kappa, 1974-present

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PROFESSIONAL EDUCATION:

Ph.D. in Education in Progress, Southern Illinois University at
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M.S. Ed. in Occupational Education, Southern Illinois University
at Carbondale, 1974
B.S. in Engineering Technology, Southern Illinois University at
Carbondale, 1968
A.A. in Pre-Engineering, Centralia Junior College, 1966

PROFESSIONAL EXPERIENCE:

Lecturer, Program for the Military, 1974
Research Assistant, Occupational Education Administration Project,
Southern Illinois University at Carbondale, 1973
Research Officer, United States Navy, Oceanographic Research
Station, 1968-1971 and Fleet Sonar School, 1971-1973

INTERNSHIP EXPERIENCE:

Served with the Associate Dean of Vocational and Technical
Education at a Community College and Fiscal Officer of the
Programs for the Military.

PROFESSIONAL MEMBERSHIPS:

American Vocational Association, 1973-present; Convention, 1974
Iota Lambda Sigma, 1974-present; Executive Council, 1975
Occupational Education-Graduate Student Association, 1974-present;
President, 1974
Phi Delta Kappa, 1974-present

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PROFESSIONAL EDUCATION:

Ph.D. in Education, in Progress, Southern Illinois University at
Carbondale
M.S. Ed. in Occupational Education, Southern Illinois University
at Carbondale, 1975
B.S. in Business Education, Southern Illinois University at Car-
bondale, 1974
A.S. in Business, Southeastern Illinois College, 1972

PROFESSIONAL EXPERIENCE:

Instructor, Manpower Skill Center, Southern Illinois University
School of Technical Careers, 1974
Executive Secretary, Bank of Harrisburg, 1967-1970
Bank Teller, Gallatin County State Bank, 1957-1960

INTERNSHIP EXPERIENCE:

Assisted in the establishment of a new Secretarial Skills Center
for the School of Technical Careers
Assisted the administration at Harrisburg High School
Served as a team member during an Illinois Division of Vocational
and Technical Education public school evaluation

CREDENTIALS:

State of Illinois Type 09, 6-12 High School Teaching Certificate

PROFESSIONAL MEMBERSHIPS:

American Vocational Association, 1974-present
Delta Pi Epsilon, 1970-present
Iota Lambda Sigma, 1974-present
National Business Education Association, 1974-present
Phi Delta Kappa, 1974-present
Pi Omega Pi, 1974-present; Treasurer, 1974

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PROFESSIONAL EDUCATION:

- M.S. Ed. in Occupational Education in Progress, Southern Illinois University at Carbondale
- B.S. in Technical and Industrial Education, Southern Illinois University at Carbondale, 1971
- A.S. in Aviation Technology, Southern Illinois University at Carbondale, 1971

PROFESSIONAL EXPERIENCE:

- Graduate Assistant, Cost Differential Project, Southern Illinois University at Carbondale, 1973-1974
- Instructor, Aviation Technology, Southern Illinois University at Carbondale, 1972-1973
- Jet Mechanic, United States Navy, 1964-1968

INTERNSHIP EXPERIENCE:

- Assisted the Director of an area vocational school
- Assisted in the presentation of a conference on Performance-based Teacher Education

PROFESSIONAL MEMBERSHIPS:

- American Vocational Association, 1974-present; Convention, 1974
- Iota Lambda Sigma, 1974-present

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PROFESSIONAL EDUCATION:

Ph.D. in Education in Progress, Southern Illinois University at Carbondale
M.S. Ed. in Industrial Education, Prairie View Agricultural and Mechanical, University of Texas, 1970
B.S. in Industrial Education, Prairie View Agricultural and Mechanical, University of Texas, 1968

PROFESSIONAL EXPERIENCE:

Graduate Assistant, Southern Illinois University at Carbondale, 1973-1974
Assistant Professor, Industrial Arts, Mississippi Valley State College, 1970-1973
Instructor, 7th grade, Neal Junior High School, Bryan, Texas
Assistant Industrial Designer, Prairie View Agricultural and Mechanical, University of Texas, 1965-1968

INTERNSHIP EXPERIENCE:

Served as a team member during an Illinois Division of Vocational and Technical Education public school evaluation
Assisted in development and instruction of a Developmental Skills Program at Southern Illinois University at Carbondale
Assisted as an Air Force Base Education Services Officer recruit and evaluate students

PROFESSIONAL MEMBERSHIPS:

American Industrial Arts Association, 1966-present
American Association of University Professors, 1971-present
American Vocational Association, 1973-present; Convention, 1974
Epsilon Pi Tau, 1966-present
Industrial Arts and Vocational Education Association, 1964-1968
Iota Lambda Sigma, 1975
National Association of Industrial Teacher Education, 1975-present
Mississippi Industrial Arts Association, 1970-present

Selected Bibliography

- Ramp, W.S., and Anderson, E. Model graduate program in occupational education. Department of Occupational Education, Southern Illinois University at Carbondale and Industrial Technology Department at Illinois State University, State of Illinois Division of Vocational and Technical Education Project Nos. PDGA2-128 and PDCA2-157, June 30, 1972. ED 066-566
- Ramp, W.S. The implementation of a model competency based graduate program in occupational education administration. Department of Occupational Education, Southern Illinois University at Carbondale, State of Illinois Division of Vocational and Technical Education funded project nos. PDT-A3-083 and PDT-A3-084, September 15, 1973. ED 089 096
- Ramp, W.S. The implementation of a model competency based graduate program in occupational education administration: Phase II. Occupational Education, Southern Illinois University at Carbondale, State of Illinois Division of Vocational and Technical Education funded project nos. PDT-B4-074 and PDT-B4-076, June 30, 1974.
- Ramp, W.S. The implementation of a model competency based graduate program in occupational education administration: Phase III. Occupational Education, Southern Illinois University at Carbondale, State of Illinois Division of Vocational and Technical Education funded project No. PDT-C5-039, August, 1974.
- Ramp, W.S., and Parker, J.C. Performance, practicum, proficiency: A report on SIU-C's occupational education administration project. Illinois Career Education Journal, Spring 1974, Vol. 31, No. 3, pp. 14-17.
- Reuter, G.S. Occupational educational leadership: a performance based approach. Occupational Education, Southern Illinois University at Carbondale, State of Illinois Division of Vocational and Technical Education funded project no. PDT-B4-076, June, 1974.