FCS 396/596: Cooperative Occupational Education Programs – Philosophy, Organization, and Teaching Techniques for Cooperative Vocational Programs
University of Wisconsin-Stevens Point   Fall 2022

Instructor: Susan Turgeson, Ed.D., CFCS
Family and Consumer Sciences Associate Professor
302 CPS   715-346-2263   susan.turgeson@uwsp.edu

Office Hours: Monday   10:00 a.m. – 2:00 p.m.
Wednesday   11:00 a.m. – 3:00 p.m.
Other times by appointment -Individual meetings can be scheduled at My Office Hours – Select a Meeting Day & Time (link available through Canvas)

Use as an opportunity to connect with me, ask clarifying questions, & find support 😊
*Student teacher observations may conflict with office hours. Be sure to confirm with me in advance.

Class Schedule: Tuesday and Thursday 12:30 p.m. – 1:45 p.m.

Text: Selected readings will be available through Canvas

Course Objectives:
Upon successful completion of this course, each student should be able to:
- Describe the six types of cooperative occupational education experiences
- Explain the relationship of cooperative occupational education to the transition from school to career
- Develop and implement a cooperative occupational education program at the local level
- Incorporate competencies in courses to allow students to achieve state level certification
- Integrate a CTSO to provide opportunities for student leadership development and promote discipline related occupations

Course Modules:
1. Foundations of Work-based Learning
2. Employability Skills and Certifications
3. Integration of CTSOs

Grading Plan:

Grade	Percent	Grade	Percent
A	94-100	C	70-74
A-	90-93	C-	67-69
B+	87-89	D+	63-66
B	83-86	D	60-92
B-	80-82	F	< 60
C+	75-79		

Grade Distribution:

Concept Reflection	20%	
Program Rationale	20%	
*Concept Map	20%	*Graduate students will also complete a Work-based
Lesson Plans	30%	Learning Activity Plan
Exam	10%	

Incomplete Policy:
Under emergency/special circumstances, students may petition for an incomplete grade.

Canvas:
This class uses Canvas, UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in assignments. You will use your UWSP account to login to the course from the [Canvas Login Page](). If you have not activated your UWSP account, please visit the [Manage Your Account]() page to do so.

Expected Instructor Response Times:
I will attempt to respond to student e-mails within 24 hours. If you have not received a reply within 24 hours, please resend your e-mail.

If the question is not confidential or personal in nature and is a general course question, please post to the Course Q & A Discussion forum. I will post answers to all general questions there so that all students may view.

I will attempt to grade written work within 72 hours of the due date, however longer written assignments may take me longer to read and assess.

Instructional Strategies:
During the course, we will be utilizing Canvas. The course provides a number of activities and assignments that will allow students to work individually, to share ideas with others and engage in private reflection in ways that promote a richer understanding of the course content. Students will be expected to thoroughly prepare for class assignments by completing the assigned readings in advance so that they are prepared to engage fully during on-line discussions.

Student Expectations:
In this course you will be expected to complete the following types of tasks

- Read documents online
- View online videos
- Participate in online discussions (Review Netiquette Guidelines)
- Communicate via e-mail
- Download and upload documents to the LMS

Electronic Devices:
Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. To reduce distraction and as a courtesy to other members of class, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Late Work Policy:
Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and "deliverables" of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. ==Late work will not be accepted after **Dec 16.**==

Understand When You May Drop This Course:
It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Course Requirements (please refer to the posted assignment instructions and rubrics for more specific info before completing)**:**

Discussions	Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process. The discussion format will encourage students to analyze alternative ways of thinking and assist students in exploring their own experiences. Requirements: -A response to the discussion forum question/prompt -A reply to at least two (2) peer's initial posts -A response to any classmate who replies to your initial post -Posts should build on themes and ideas to further the conversation and create meaningful interaction and should incorporate evidence of understanding of readings
Program Rationale	Provide a rationale for cooperative occupational education programs. Explain, using evidence, how programs are beneficial to students, parents, employers, schools, and communities. This paper should be 1-2 pages in length.
Concept Map	Develop a concept map based on ideas relating to the School to Career initiative
Activity Plan (grad only)	Develop a Work-based Learning Activity Plan integrating the 6 activities (career fairs, classroom visits, company tours, mock interviews, informational interviews, and job shadows) identified in Work-based Learning: An Employer's Guide
Lesson Plans	Develop two (2) complete lessons which align with a skills certificate program assessment for the certification area of your choice (i.e. food services, child care services).

Note: You will have the opportunity to make revisions to any written work, other than the final exam, to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted no later than Dec. 16

Dates	Discussion topics for modules/ Assignments	Readings
Nov. 14 – Nov 22	## Module 1: Foundations of Work-based Learning **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm Nov 16 – "Some form of experience or observation of the world of work should be included in the curriculum of every high school". Do you agree or disagree? Explain. What is or was available in your district for students? Is it enough? **Assignments (due Nov 29):** Write a 1-2 page rationale for cooperative occupational education programs. Explain, using evidence, how programs are beneficial to students, parents, employers, schools, and communities. Why should your school support these programs? Submit your paper by Nov 29. After reviewing the documents related to work-based learning, create a Concept Map to explain the School to Careers initiative. Consider a revision of the visual on pg. 6 of the MN Reference Guide. What's missing? What could be enhanced? How would you explain CTE's role and specifically your discipline's role in providing for the transition from school to career? Your finished product should be able to illustrate School to Careers for parents, students, administrators, and community members. Complete the Concept Map by Dec 6 *Graduate students only- Develop a Work-based Learning Activity Plan integrating the 6 activities (career fairs, classroom visits, company tours, mock interviews, informational interviews, and job shadows) identified in Work-based Learning: An Employer's Guide. Identify when and where the activity would take place, who would be involved, and tips on how to make the activity successful. Include a brief summary for each and provide your rationale for decisions. (due Dec 6)	Read – Overview of Cooperative Occupational Education Review-Work-based Learning Brochure Article- Powerful Work-based Learning Article-Work-Based Learning: The Key to Connecting Students to the WoW Review-Connecting Youth to Work-Based Learning (MN) Review- A Reference Guide to MN Work-Based Learning Programs Review-Work-Based Learning: An Employer's Guide
Nov 27 – Dec 3	## Module 2: Employability Skills and Certifications **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm Nov 30 – Ethics is an important aspect of all professions, but especially vital to the careers in health science. Review the 5 career pathways in the career cluster frame for health sciences. Next, look over the required skills in the health science YA skill standards checklist (Appendix H). Then, choose one of the medical ethics activities from the 5-Minute Health Science Activities and identify which career pathway(s) might be related and how the skill standards are addressed (Appendix J). Post your responses to the Ethics in Health Science discussion board by Nov 30. Share any ideas you might have to facilitate the class activity. How might you enhance or expand the activity in your own classroom? Respond to at least two (2) of your peers posts by Dec 4 at 11:59 p.m	Review: https://dwd.wisconsin.gov/youthapprenticeship/health-science.htm Review-WI Guide to Implementing Career-Based Learning Experiences Review-Iowa Internship Kit

	Assignment (due Dec 13): Using resource materials and media relating to Cooperative Occupational Education programs, **develop two (2) lesson plans** based on concepts that could be taught as part of the in-school instruction part of a Cooperative Education course. The lessons must align with the skills certificate program assessment for the certification area of your choice (i.e. food services, child care services). Recommend getting the first lesson in early for feedback ☺ • 1 lesson must address personal work habits and attitudes (i.e. communication, collaboration, ethics, organization, initiative, safety & security, etc.) • 1 lesson must address a specific competency of the certification Each lesson plan should be detailed enough for a substitute to implement successfully and include the following: • Content area standards (state/national) • Skills standards from the certification • Career cluster and 21st century skill identification • Specific objectives • Anticipatory set • Procedure (step by step plan) • Assessment plan • Closure • Supplementary materials used (handouts, PPT, etc.)	
Dec 4 – Dec 15	**Module 3: Integration of CTSOs** **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday at 11:59 pm Dec 7 - Read the articles - Student Organization Integration: Initiatives for Positive Youth Development and Perceptions of FCCLA as Reported by Advising and Non-Advising FCS Teachers After reviewing the employability skills and youth leadership certifications, describe how they are similar to the other industry certifications. How are they different? Why is it valuable to offer these types of certifications? How might you incorporate the competencies from these certifications in the classes you teach? How might they relate to CTSO participation? Post your responses to the discussion board by Dec 7. Respond to at least two (2) of your peers posts by Dec 11 at 11:59 p.m. Review the New Advisers Handbook and Is Advising for Me? Then, using the Effective Adviser Characteristics sheet (gingerbread adviser), identify characteristics that correspond to the different parts of the body. Example: sinks teeth into projects Be creative as you consider how you can effectively integrate your CTSO into your cooperative educational programs and the adviser characteristics needed. Share your artifact in a post by Thursday, Dec. 15.	Article – Student Organization Integration: Initiatives for Positive Youth Development Article – Perceptions of FCCLA as Reported by Advising and Non-Advising FCS Teachers Read- Is Advising for Me? Review- New Advisers Handbook

Date		Topic	Reading or Assignment Due
Nov	15	Program Vision for Work-based Learning	Read-Overview of Cooperative Occupational Education and article-Powerful Work-based Learning; Module 1 Discussion post
	17	Benefits to Students, Parents, Employers, Schools, & Communities	
	22	Partnering with Employers	Work-Based Learning: An Employer's Guide
	24	Thanksgiving	
	29	Responsibilities of Coordinator	Review - WI Implementation Guide and Iowa Internship Kit; Rationale due; Module 2 Discussion post
Dec	1	Focus on Health Science	Review: https://dwd.wisconsin.gov/youthapprenticeship/health-science.htm
	6	Integration of CTSOs	Articles-Student Organization Integration: Initiatives for Positive Youth Development and Article-Perceptions of FCCLA as Reported by Advising and Non-Advising FCS Teachers; Module 3 Discussion post
	8	Focus on Child Services	
	13	Focus on Food Services/Pro Start Co	Lesson Plans due
	15	Effective Advising	Review Is Advising for Me? and New Advisers Handbook; Effective Adviser Characteristics post

Netiquette Guidelines
Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.

- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Other Campus Policies:
Attendance
Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class.. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes*. **Any exceptions to the attendance policy should be confirmed in writing.**

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .

- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.
You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.
If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic & Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, Ext. 2611	Counseling Center, Delzell Hall, ext. 3553 Health Care, Delzell Hall, ext. 4646

Click here to flag a policy or practice that disproportionately affects marginalized students

UWSP Service Desk (1ˢᵗ Floor, Albertson Hall)
The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Care Team
The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

Academic Honesty
Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

 UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of

ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at vvww.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at https://myvote.wi.gov/en-us/PollWorker).

For more information on registration and voting procedure, visit your campus resource page at https://linktr.ee/UWSPGOTV or www.myvote.wi.gov

Emergency Procedures

- In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at across the street in front of Champions Hall. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.