**FCS 396/596: Cooperative Occupational Education Programs – Philosophy, Organization, and Teaching Techniques for Cooperative Vocational Programs**

**University of Wisconsin-Stevens Point Fall 2018**

**Instructor:** Susan Turgeson, Ed.D., CFCS

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| **Office Hours:** | Monday\* 10:30 a.m. – 2:30 p.m. |

Tuesday & Thursday 8:30 a.m. – 10:45 a.m.

Wednesday \* 1:00 p.m. – 4:00 p.m.

Other times by appointment -Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

**\***Student teacher observations may conflict with this time. Be sure to confirm with me in advance.

**Class Schedule:** November 13 – December 14 Tuesday and Thursday 12:30 p.m. – 1:45 p.m.

**Text:**

Selected reading will be available through D2L

**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

**Instructional Strategies:**

During the course, we will be utilizing D2L. On the course’s D2L page under ‘Content,’ you can find the syllabus, assignments, and required readings and videos that correspond to each module. These additional materials are meant to help you understand the concepts more fully, as well as supplement the chapter readings with additional information. In addition, on D2L you will also find discussion forums and the ‘Drop Box’, where you will upload all of your assignments. 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. The format of assignments varies. In some cases, you will be asked to submit a paper, complete a specific activity, reflect on how you would respond in specific situations, analyze a program, etc.

**Grading Plan: Grade Distribution:**

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| Grade | Percent | Grade | Percent |
| A | 94-100% | C | 73-76% |
| A- | 90-93% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 60-66% |
| B- | 80-82% | F | Below 60% |
| C+ | 77-79% |  |  |

Class Participation/ 20%

Online Discussion

Program Rationale 20%

\*Concept Map 20%

Lesson Plans 30%

Exam 10%

\*Graduate students will also complete a Work-based

Learning Activity Plan

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

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| 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 three (3) 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 to the dropbox on D2L no later than Dec. 13.

**Online Etiquette:**

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended prior to posting the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. **Keep writing to a point and stay on topic**. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.

3. **Read first, write later.** It is important to read all posts or comments of students and the instructor within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.

4. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

5. **An online classroom is still a classroom.** Though the course may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors are as important as ever.

6. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.

7. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.

8. **If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.

9. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

10. As the reader, **give the author the benefit of the doubt**. If something seems hostile or offensive, before you leap to that conclusion, ask for clarification. Practice patience and courtesy. (When a misunderstanding occurs, acknowledge when you have been unclear, apologize, say what you meant more clearly, and put it behind you.)

11. **Use "please" and "thank you**". The power of these simple signs of respect and caring cannot be overstated.

12. **Practice random acts of kindness**. Think of what you can say (without being obsequious), that would brighten the recipient's day. It simply makes for a better experience for everyone, and as a bonus you may find that people pay better attention to what you have to say.

13. Above all, **remain polite and professional at all times**. Don't use offensive language, and don't be confrontational for the sake of confrontation. Treat all class members with respect and courtesy, and ask yourself, "Would I say this if we were sitting in a face-to-face classroom?" If the answer is no, rewrite and reread.

14. **Provide citations** for quoted materials or others’ ideas to maintain academic integrity, just as would be done in hard copy.

**Desire2Learn:**

This class uses Desire2Learn (D2L), 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 most assignments. You can log into D2L at, [https://uwsp.courses.wisconsin.edu/,](https://uwsp.courses.wisconsin.edu/) with your UWSP logon. D2L can also be found on your MyPoint Portal, [https://mypoint.uwsp.edu,](https://mypoint.uwsp.edu/) on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

**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.

**Confidentiality:**

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

**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. Any work submitted after that time will be considered late. Dropbox closes at 10 p.m. on due date. Late work will not be accepted after Dec. 13.

\***\*A tentative course syllabus is provided. I reserve the right to make changes as the term progresses.**

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| **Dates** | **Discussion topics for modules/** **Assignments** | **Readings** |
| Nov. 13 –  Nov 24 | **Module 1: Foundations of Work-based Learning**  **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm  Nov 14 – “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 20):** 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 to the dropbox on D2L by Nov 20.  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 4 and submit to the dropbox on D2L.  \*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 |
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| Nov 25 – Dec 4 | **Module 2: Employability Skills and Certifications**  **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pm  Nov 27 – 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 14 competencies related to ethics in the health science skill portfolio.  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 which of the skill portfolio competencies are addressed.  Post your responses to the Ethics in Health Science discussion board by Nov 27. 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 2 at 11:59 p.m  **Assignment (due Dec 13):** Using resource materials and media relating to Cooperative Occupational Education programs, **develop three (3) lesson plans** based on concepts that could be taught as part of the in-school instruction part of a Cooperative Education course. The three (3) 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 be related to personal and professional development (CTSO competitive event integration) * 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 * Aniticipatory set * Procedure (step by step plan) * Assessment plan * Closure * Supplementary materials used (handouts, PPT, etc.) |  |
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| Dec 5 – Dec 14 | **Module 3: Integration of CTSOs**  **Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday at 11:59 pm  Dec 5 - 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 5. Respond to at least two (2) of your peers posts by Dec 9 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. 13. | 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 |
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**Date Topic Reading or Assignment Due**

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| November 13 | Program Vision for Work-based Learning | Read-Overview of Cooperative Occupational Education and article-Powerful Work-based Learning; Module 1 Discussion post |
| 15 | Benefits to Students, Parents, Employers, Schools, & Communities |  |
| 20 | Partnering with Employers | Rationale due |
| 22 | Thanksgiving |  |
| \* 27 | Responsibilities of Coordinator | Module 2 Discussion post |
| \* 29 | Focus on Health Science |  |
| December 4 | Focus on Child Services – guest speaker,  RealityWorks | Concept map due |
| 6 | Integration of CTSOs | Module 3 Discussion post;  Articles-Student Organization Integration: Initiatives for Positive Youth Development and Article-Perceptions of FCCLA as Reported by Advising and Non-Advising FCS Teachers |
| 11 | Focus on Food Services – guest speaker, Prostart (meet at SPASH) |  |
| \*13 | Effective Advising | Effective Adviser Characteristics post; Lesson Plans due |
| Wed. 12/21 | Final 12:30-2:30 pm |  |

**Note: Class does NOT meet face to face on days marked with \*; coursework will be completed on-line or off-site for these dates**

**Other Campus Policies:**

# Attendance

Attend all your classes regularly. We do not have a system of permitted "cuts." 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.

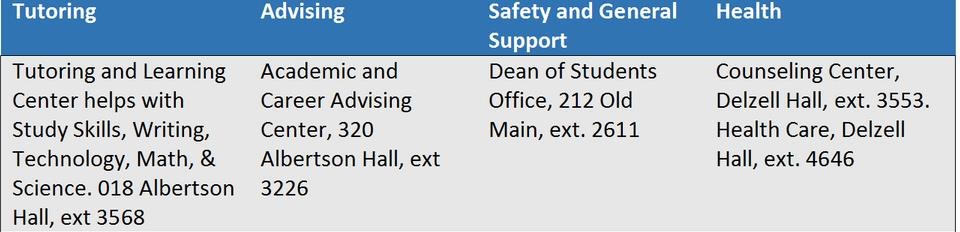
Religious Beliefs Accommodation- It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted

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.

# Resources Available



# UWSP Service Desk

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).

# 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: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx.](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx)

# 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 theTitle IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: https://www.uwsp.edu/DOS/sexualassault Title IX page:

[https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx](https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

# Disability and Accommodations

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/3463365; 609 Albertson Hall, 900 Reserve Street

# 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.

# Academic Integrity

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. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close. 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. For more information on UWS chapter 14 visit: [https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx](https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx)

# Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx.](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: [https://www.uwsp.edu/dca/Pages/default.aspx.](https://www3.uwsp.edu/dca/Pages/default.aspx)

# 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.

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** 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.

# Emergency Procedures

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rgmt/Pages/em/procedures/other/floorplans.aspx](http://www.uwsp.edu/rgmt/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 medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.