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

**University of Wisconsin-Stevens Point Fall 2016**

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

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**Office Hours:** Monday 11:00 a.m. – 2:00 p.m.

Tues/Thurs 10:00 a.m. – Noon

Wednesday 1:00 p.m. – 4:00 p.m.

Other times by appointment

**Class Schedule:** November 15 – December 15, 2016

**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/ 25%

Online Discussion

Program Rationale 20%

Concept Map 20%

Lesson Plans 35%

**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 |
| 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 16.

**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.

**UWSP Community Bill of Rights and Responsibilities:**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**Academic Conduct:**

Academic integrity is central to the mission of higher education in general and UWSP in particular. This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. 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.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans with Disabilities Act:**

The American with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**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/floor-plans.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.

**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/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <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:**

To reduce distraction and as a courtesy to other members of class, please turn off and put away all electronic devices during class time.

**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. Dropbox closes at 10 p.m. on due date. Any work submitted after that time should be submitted to the “Late Work” Folder. Late work will not be accepted after **Dec. 17**.

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

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| **Dates** | **Discussion topics for modules/** **Assignments** | **Readings** |
| Nov. 15 – Nov. 30 | **Module 1: Foundations of Work-based Learning**  **Discussion:** Initial post due by Wednesday 10pm; comments due by Sunday 10pm  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 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 to the dropbox on D2L by Nov. 29.  After reviewing the documents related to work-based learning, create a Concept Map to explain the School to Careers initiative.  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. 2 and submit to the dropbox on D2L. | Read – Overview of Cooperative Occupational Education  Article- Powerful Work-based Learning |
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| Dec. 1 – Dec. 8 | **Module 2: Employability Skills and Certifications**  **Discussion:** Initial post due by Wednesday 10pm; comments due by Sunday 10pm  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 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.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 10 p.m.  **Assignment (due December 15):** 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).   * 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 include the following:   * Content area standards * Skills standards from the certification * Career cluster and 21st century skill identification * Specific objectives * Materials needed * Aniticipatory set * Procedure (step by step plan) * Assessment plan * Closure * Supplementary materials used (handouts, PPT, etc.) |  |
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| Dec. 9 – Dec. 18 | **Module 3: Integration of CTSOs**  **Discussion:** Initial post due by Wednesday 10pm; comments due by Friday 10 pm  Dec. 14 - 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.14. Respond to at least two (2) of your peers posts by Dec.18 at 10 p.m.  Then, using the Effective Adviser Characteristics sheet, 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. We will share in class on Dec. 15. | Article – Student Organization Integration: Initiatives for Positive Youth Development  Article – Perceptions of FCCLA as Reported by Advising and Non-Advising FCS Teachers |
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**Date Topic Assignment Due**

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| November 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 |  |
| \*24 | Thanksgiving |  |
| 29 | Responsibilities of Coordinator | Module 2 Discussion post; Rationale due |
| December \* 1 | Focus on Health Science | Concept map due 12/2 |
| 6 | Focus on Child Services – guest speaker,  RealityWorks |  |
| 8 | Focus on Food Services – guest speaker, Alex Newmann, WRAEA/Prostart |  |
| 13 | Integration of CTSOs | Module 3 Discussion post  Article-Student Organization Integration: Initiatives for Positive Youth Development |
| 15 | Effective Advising | Article-Perceptions of FCCLA as Reported by Advising and Non-Advising FCS Teachers; Lesson Plans due |
| Wed. 12/21 | Final 12:30-2:30 pm |  |
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**Note: Class does NOT meet face to face on days marked with \*; coursework will be**

**completed on-line or off-site for these dates**