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

**University of Wisconsin-Stevens Point Summer 2017**

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

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**Office Hours:** by appointment

**Class Schedule:** July 24 – August 18, 2017 entirely on-line

**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 Aug 18.

**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.

**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 11:59 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 **Aug. 18**.

**\*\*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**  |
| July 24 – July 30  | **Module 1: Foundations of Work-based Learning****Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pmJuly 26 – “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 July 30):** 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 July 30.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 July 30 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 Aug.4) |  Read – Overview of  Cooperative Occupational  EducationReview-Work-based Learning BrochureArticle- Powerful Work-based LearningArticle-Work-Based Learning: The Key to Connecting  Students to the WoWReview-Connecting Youth to Work-Based Learning (MN)Review- A Reference Guide to MN Work-Based Learning ProgramsReview-Work-Based Learning: An Employer’s Guide |
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| July 31 – August 6 | **Module 2: Employability Skills and Certifications****Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday 11:59 pmAug 2 – 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 Aug 2. 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 Aug 6 at 11:59 p.m**Assignment (due Aug 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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| August 7- Aug 18  | **Module 3: Integration of CTSOs****Discussion:** Initial post due by Wednesday 11:59 pm; comments due by Sunday at 11:59 pmAug 9 - Read the articles - Student Organization Integration: Initiatives for Positive Youth Development and Perceptions of FCCLA as Reported by Advising and Non-Advising FCS TeachersAfter 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 Aug 9. Respond to at least two (2) of your peers posts by Aug 13 at 11:59 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. Share your artifact in a post by Wed Aug 16. | Article – Student Organization  Integration: Initiatives for  Positive Youth DevelopmentArticle – Perceptions of FCCLA as Reported by Advising  and Non-Advising FCS  TeachersRead- Is Advising for Me?Review- New Advisers  Handbook |
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