CTE 6999 Course Syllabus

Division: Teacher Education
Course: CTE 6999 Coordination of Cooperative Occupational Education
Reference # 14103 Section 001
Course Credit: 3 Credit Hours
Term/Year: Fall 2015 Course Location: On-line Time: On-line
Instructor: Dr. Arlene Gibson
Office: Off Campus
Office Phone: (313) 318-4283 (cell) FAX
Office Hours: Contact by cell phone

Course Description:
Philosophy and objectives of educational programs that provide for work experience, Student selection, on-the-job and in-school instruction, placement, coordination, advisory committees, and administration of such programs.

Course Goal:
To present the basic fundamentals of establishing operational procedures to address: assessing the quality of potential training stations; student placement; school-based learning; critical issues relating to work-based learning; minor labor laws; evaluation techniques and the role of the cooperative education coordinator.

Course Learning Outcomes: The outcomes of this course are for students to:

1) Plan the establishment of a cooperative occupational education program in a real or fictitious setting,
2) Articulate a philosophy and a vision of cooperative education
3) Identify laws and regulations, which apply to child labor laws at the state and federal levels
4) Establish a plan for initiating a capstone experience in a school setting
5) Create training agreements and various instructional materials which address the occupational needs of the students and the employer,
6) Demonstrate an understanding of the roles and responsibilities of the Coordination of Cooperative Occupational Education coordinator, work-based mentor and the field-based student,
7) Design assessment techniques for the program and students,
8) Determine accountability and alignment with the curriculum,
9) Evaluate local sites to determine suitability for student placement, and
10) Coordinate marketing activities to recruit interest in the program by students, parents and employers.

**Required Resource:**


**Course Assignments:**

Each assignment in the Unit has a point value. See the Class Schedule below for detailed information.

Five points will be deducted from the value for each late project submission. No Supplemental Assignments or Interactive Participation activity will be accepted late. In addition, if you choose not to participate in our online discussion within the timeframe required late postings will not be accepted.

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**CTE 6999: Coordination of Cooperative Occupational Education**

Outline of Activities for Unit I

**PRINT THIS PAGE!!**

*Note to Students:* The activities outlined below are not in sequential order. In order for you to accomplish ALL the tasks, you must work on them simultaneously.

The activities in this Unit are meant to introduce you to the area of Cooperative Occupational education, including "Work-based learning" and "All Aspects of the Industry".

1. Each student will read the work-based learning handout found in the Unit I folder in the Course Documents module of BlackBoard.

2. Each student will gain a general understanding of what the term “work-based learning “means. For more about work-based learning:
   - A. Read the work-based learning in linked learning document under the course documents tab
   - B. Read the article, CTE and Work Based Learning

3. In order to assess your understanding of Work-based learning and "All Aspects of the Industry",
   - A. Each student will write a 2-3 page paper describing an example of work-based learning activity in their occupational area.  50 points
   - B. Ensure you have indicated how the experience addresses “All aspects of the Industry”.
   - C. Create a lesson plan that reflects one of the All Aspects of Industry. A sample lesson plan template is located under the course documents tab.  25 points
   - D. Submit the document to safe assignment on or before:  September 14, 2015

4. Each student will read Chapters 1, 2 and 3 of the Husted, Mason & Adams text. At the end of each chapter, answer the following Questions and Activities as follows:
A. Complete item #3 and item #6 of Chapter 1
B. Complete item #1 and item #7 of Chapter 2
C. Complete item #3 of Chapter 3

1. Create one (1) WORD document containing all of your answers.
2. Submit the document to Safe assignment on or before: September 21, 2015 25 points

<table>
<thead>
<tr>
<th>CTE 6999: Coordination of Cooperative Occupational Education</th>
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<tbody>
<tr>
<td>Outline of Activities for Unit II</td>
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</table>

The activities in this Unit are meant to provide you with information related to Work-based Learning (WBL). The activities will help you become familiar with the federal and state Child Labor laws. The Unit will also introduce you to Work-Based Learning concepts and strategies, including the state requirements for WBL. Unit Total Points: 100

1) Each student will gain a working knowledge of the Child Labor Laws affecting student employment, both state and federal.
   a) Download and read the links and documents in the Unit II folder of the Course Documents module of Bb
   b) Read Chapter 16 of the Husted, Mason & Adams text.

2) Each student will gain a working knowledge of the fundamental principles and guidelines for Cooperative Occupational education programs, as required by the Michigan Department of Labor and Economic Growth: Office of Career & Technical Preparation. Download and read all documents in the Unit II folder of the Course Documents module of Bb.

Generate the following documents:

- Training plan- create a training plan for your respective area. Develop at least 25 performance elements (specific job skills to be learned) that will contribute to student progress towards a career objective. CTE standards can be found at cteneavigator.org Click on the Program tab to identify standards in your area.

- EDP- Create an EDP for a CTE student.

- Screencast- the ACTE Board Director has asked you to deliver a presentation on Worked Based Learning at the National ACTE Conference in New Orleans November 19-22. Given what you have learned in this module, create a Screencast for an audience of new teachers. Assignment total: 75 points

  - Submit the documents to safe assignment on or before: October 5, 2015 (NOTE: The training plan and EDP should be submitted in ONE file under safe assignment. The screencast link should be submitted under the discussion board.

3). Post a link to your screencast to the discussion board. Review and comment on at least two peer's screencast by October 12, 2015. Be sure to do the following:

  - Give them feedback on their work

  - Share your ideas, observations and experiences regarding the benefits of work based learning, work based learning forms, legal and regulatory aspects of cooperative education

Your substantive posts should be written in a 2-3 paragraph format.

Assignment total: 25 points
The activities in this Unit are meant to provide you with information related to Cooperative Education Plans. The activities will help you become familiar with the Risk Management of Work-based learning programs. The Unit will also introduce you to the duties and responsibilities of the Teacher/Coordinator of Work-based learning programs.

Unit Total Points: 100

1) **Each student will acquire foundational knowledge of Cooperative Education Plans.** Assignment Total: 25 points
   a) Read Chapter 4, 5, and 6 of the Husted, Mason & Adams text. Create one document containing your responses to the questions from:
      i) Chapter 4 / Questions 6, 7 and 8
      ii) Chapter 5 / Question 7
      iii) Chapter 6 / Question 4
   b) Name your Word document as follows: The assignment code is: unit31b ~ YOUR lastname-(assignment code).doc
      
      example: Smith-unit31b.doc
   i) Submit the document to Safe Assignment on or before: **OCTOBER 19, 2015**

2) **Each student will become familiar with Risk Management factors associated with work-based learning experiences.** Assignment Total: 50 points
   a) Download and read the links and documents in the Unit III folder of the Course Documents module of Bb entitled: **Risk Management**
   b) Read the document
   c) Contact a Cooperative Education Teacher/Coordinator to secure a copy of their *School Coordinator Handbook*.  
      i) **NOTE:** If you do not have access to a Cooperative Education Teacher/Coordinator, then use one of the examples provided in Course Documents module of Bb.
   ii) Compare their *School Coordinator Handbook* with the guidelines established. Document the differences in a 3-5 page paper.
   d) Name your Word document as follows. The assignment code is: unit32d ~ YOUR lastname-(assignment code).doc
      
      example: Smith-unit32d.doc
   i) Submit the document to Safe Assignment on or before: **OCTOBER 26, 2015**

3) **Each learner will become familiar with the duties and responsibilities of the Teacher/Coordinator of Work-based learning programs.** Assignment Total: 25 points
   a) Download the *DACUM Research Chart* contained in this folder.
      i) Review the tasks listed. Put the tasks in order of importance and defend the priority sequence. You may wish to articulate this by groupings.
      ii) Add other tasks you believe are important and not included in this list. Name your Word document as follows:
         The assignment code is: unit34b ~ YOUR lastname-(assignment code).doc example: Smith-unit34b.doc.
   c) Submit the document to safe assignment on or before: **November 2, 2015**
The activities in this Unit are meant to provide you with information on how to work effectively with guidance counselors and other school-based staff. The activities will help you develop effective strategies for Student Recruiting. **Unit Total Points: 100**

1) Each student will develop an appreciation for the importance of working with counseling staff in the recruitment and retention of CTE students. **Assignment Total: 25 points**

a) Download and read the following documents in the Unit IV folder of the Course Documents module of Bb entitled:

- **Counselors as CTE Stakeholders**
- **Career and Technical Education's Role in Career Guidance**
- **Special Note: ACTE published a book entitled Career and Technical Educator's Survival Guide. (an excellent source)**

b) Create an **infographic** detailing how you plan to engage guidance counselors and other school-based staff to support your Cooperative Education programs.

- **Include information about how you will include their support of General Education and Specials needs students**

c) The assignment code is: unit41b ~ YOUR last name-(assignment code).doc example: Smith-unit41b.doc Submit the document to Safe Assignment on or before: **November 9, 2015**

2. Each student will develop a Student Recruiting Plan. **Assignment Total: 25 points**

a) Download and read the following document in the Unit IV folder of the Course Documents module of Bb entitled, **RECRUITING STUDENTS FOR COOPERATIVE EDUCATION PROGRAM**

- **Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.**
- **The How To Book on Recruiting CTE Students**
- **Tech Prep Connections**

b) Draft a 3-5 page paper detailing how you plan to recruit students for your Cooperative Education programs.

- **Include information about how you will include General Education and Specials needs students**

- **Include specific activities, promotions and events. Please make sure you articulate how each may impact your enrollment.**

c) It would be very much appreciated if you would name your Word document as follows. That means, to save your document using this name. The assignment code is: unit42b ~ YOUR last name-(assignment code).doc example: Smith-unit42b.doc

3. Students will work collaboratively in a Wiki Group to create a Cooperative Education Handbook.

**The handbook should include:**

- An Introduction, sample training agreements/plans, promoting the co-op program, student selection, student placement, how to train sponsors, teacher responsibilities, advisory committees, and two other areas of your choice at it relates to what a new teacher would need to know to begin a cooperative education program. Once you communicate and gather your ideas on the Wiki, compile all of the information to complete a handbook and submit via safe assignment. Information regarding group assignments and links to Wiki’s are located in the Unit IV folders. Due Date December 1, 2015 **Assignment total 50 points**
The activities in this Unit are meant to provide opportunities for learners to acquire fundamental skills for identifying appropriate training sites for learners and for developing training agreements. The activities will help learners develop a Student Application for the Cooperative Occupational Education Program. **Unit Total Points: 200**

1) Each student will develop materials for enrolling students in the Cooperative Occupational Education program.
   a) Review the Risk Management Toolkit in the **Unit III: Files and Documents folder on Blackboard**.

2) Review each of the Applications in the Course Documents folder of Blackboard. Please look specifically at the files contained within the **UNIT V: Files and Documents folder**, then the **Student Applications Folder**. There are five (5) examples contained within the folder. **Assignment Total: 50 points**
   a) Critique each of the applications against the Risk Management Toolkit
   b) Create a document containing your 1-3 paragraphs analysis of each application.
   c) It would be very much appreciated if you would name your Word document as follows. That means, to save your document using this name. The assignment code is: unit52b ~ **YOUR last name-(assignment code).doc** example: Smith-unit52b.doc.

   **Submit the document to Safe Assignment on or before: December 7, 2015**

3) Review each of the Applications in the Course Documents folder of Blackboard. Please look specifically at the files contained within the **UNIT V: Files and Documents folder**, then the **Student Applications Folder**. There are five (5) examples contained within the folder. **Assignment Total: 50 points**
   a) Select the Student Application you deem most satisfies the requirements outlined in the Risk Management Toolkit.
   b) Create your own Student Application using the application identified above as your model.
   c) It would be very much appreciated if you would name your Word document as follows. That means, to save your document using this name. The assignment code is: unit53b ~ **YOUR last name-(assignment code).doc** example: Smith-unit53b.doc.

   **Submit the document to Safe Assignment on or before: December 10, 2015**

4) Each student will acquire foundational knowledge about Training Sites. Preview the materials in the Training Site Files and Activities folder in the **UNIT V: Files and Documents folder**, in the Course Documents folder of Blackboard.  
   **Assignment Total: 50 points**
   a) Download the Training Site Activity document.
   b) Design a Training Station
   c) It would be very much appreciated if you would name your Word document as follows. That means, to save your document using this name. The assignment code is: unit54b ~ **YOUR last name-(assignment code).doc** example: Smith-unit54b.doc.

   **Submit the document to Safe Assignment on or before: December 15, 2014**

5) Each student will preview examples of Training agreements for various occupational experiences.
   a) Review the Michigan Documents and the Montgomery County Forms folders in the Training Site Files and Activities folder in the **UNIT V: Files and Documents folder**, in the Course Documents folder of Blackboard.

6) Each student will demonstrate foundational knowledge about Training Sites.  
   **Assignment Total: 50 points**
   a) Read Chapter 11 Husted, Mason & Adams text. Create one document containing your responses to the questions from Chapter 11 / Questions 4 and 5
   b) It would be very much appreciated if you would name your Word document as follows. That means, to save your document using this name. The assignment code is: unit56b ~ **Due December 18, 2015 Assignment code 56b**
Class Policies:

Class participation is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including assignments and participation. It is the responsibility of the student to monitor the Blackboard course site in the event of an announcement or changes to the course assignments. Your visits will be tracked and this may affect your final grade as indicated above.

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Class Schedule /Assignment Due Dates

The instructor reserves the right to make modifications to the topics, and/or assignments as deemed necessary.

<table>
<thead>
<tr>
<th>Unit One</th>
<th>100 Points</th>
<th>Due Dates: September 14;21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Getting Started: An Introduction to Cooperative Occupational Education</td>
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<table>
<thead>
<tr>
<th>Unit Two</th>
<th>100 Points</th>
<th>Due Dates: October 5;12</th>
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<tr>
<td></td>
<td>➢ Background and Related Federal Legislation to Cooperative Occupational Education</td>
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<td>➢ Section 5P- Pupil Accounting Manual</td>
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<td></td>
<td>➢ Michigan Rules and Regulations of Student Employment &amp; the Cooperative Occupational Experiences</td>
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### Unit Three

**100 Points**  
**Due Dates:**  
- October 19;26  
- November 2  
- Risk Management of Cooperative Education Programs  
- The Cooperative Occupational Education Plan  
- Roles & Responsibilities the Work-based Learning Teacher/Coordinator

### Unit Four

**100 Points**  
**Due Dates:**  
- November 9;16  
- Working with Guidance Counselor and other school-based staff  
- Identifying Strategies for Effective Student Recruiting  
- Group Project: Building a work based program using Wikis

### Unit Five

**200 Points**  
**Due Dates:**  
- December 7;10;15;18  
- Enrolling Students in the Cooperative Occupational Program  
- Identifying Appropriate Training sites  
- Training Agreements  
- Visitation plans

### Evaluation and Grading:

1. All assignments must be typed and prepared according to APA format and instructions provided. Careful attention should be given to sentence structure, grammar and spelling.  
2. All assignments must be turned in on the due date.  
3. All submitted work must be the original work of the student.  

**Five points will be deducted from the value for each late project submission. No Supplemental Assignments or Interactive Participation activity will be accepted late. This also means that if you choose not to participate in our online discussion within the timeframe required, then do not make late postings.**

### Grading System

Final Grading Scale is as follows:

**Undergraduate Grading Scale based on total percentage:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.9-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
Graduate Grading Scale based on total percentage:

93-100   A
90-92.9   A-
87-89.9   B+
83.9-86   B
80-82     B-
77-79     C+
73-76     C
Below 73   F

Undergraduate

<table>
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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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Graduate

<table>
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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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Graduate Grades

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
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<td>550-600</td>
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<td>C+</td>
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<tr>
<td>500-549</td>
<td>A-</td>
<td>250-299</td>
<td>C</td>
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<tr>
<td>450-499</td>
<td>B+</td>
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<td>400-449</td>
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<td>350-399</td>
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Teacher Education Grading Policy

The Teacher Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-bachelor students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.
**Enrollment/Withdrawal Policy**

Beginning in fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details:  http://reg.wayne.edu/students/information.php

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Wayne State University Writing Center:**

CTE 6999 Fall 2015  page 10  Dr. Arlene Gibson
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.