**AUBURN UNIVERSITY**

**SYLLABUS**

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| **INSTRUCTOR:** Dr. Leane B. SkinnerE-mail: skinnal@auburn.eduOffice:108 Wallace BuildingAuburn UniversityVoice: (334) 844-3823/(334) 844-5779Fax: (334) 844-3801  | ddLogoEmblem2CTCT 5080/5083/6080/6086Coordination and Supervision of Work-Based Learning Credit Hours: 3 Semester Hours Prerequisite: Departmental approvalOffice Hours: By appointment |

**2.**  **Date Syllabus Prepared:** Summer 2011

1. **Texts and Supplies Needed:**

Husted, S. W., Mason, R. E. and Adams, E. (2003). (6th ed.) *Cooperative occupational education including internships, apprenticeships, and tech-prep*. Upper Saddle River, NJ: Prentice Hall. ISBN Number 0-13-110412-8. Telephone: 800-843-4774

 Alabama Work-Based Learning Manual *(2010).* Alabama Department of Education/ Career and Technical Education.

 <http://www.alsde.edu/html/sections/doc_download.asp?section=52&id=12689&sort>=

**4.** **Course Description:**

Coordination, placement, and supervision of students in work experience programs; development of employability skills and habits in students.

**5.**  **Course Objectives:**

Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

 1. serve as a teacher-coordinator of work-based learning programs.

2. coordinate and integrate activities for effective work-based learning.

3. design and conduct effective work-based learning programs for students with special needs.

4. discuss the philosophy, goals and roles of work-based learning.

5. perform the basic tasks, duties, and responsibilities of a teacher-coordinator. (290-3-3-.23-1.a.5)

6. identify and define coordination and integration requirements.

7. determine specific coordination and integrating tasks required of teacher-coordinators and how these can be performed most effectively.

8. coordinate student and work-site recruitment and selection.

9. integrate student recruitment, selection and preparation for work and placement.

10. coordinate in-school and work-based learning.

11. integrate evaluations of student learning, performance, needs and potential.

12. assist students in selecting, securing, and maintaining employment, and understanding the principles and practices of establishing a business.

13. develop community and employer support to provide work training opportunities for students.

14. design a final assessment for the Cooperative Education Seminar Course

**6. Course Content:**

You have been hired by your school to serve as Cooperative Coordinator for 2011-2012. It is necessary to develop a portfolio with the following artifacts. You will simulate two students (Suzy and John- You will name your own students) -- one female and one male and complete all the necessary paperwork. At a minimum, you will using the following resources: (1) textbook, (2) Alabama Work-Based Learning Manual, (3) BIC –Section 6, (4) Course of Study – Cooperative Education Seminar, (5) Equipment list.(6) Administrative Code.

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| **Contents of Final Portfolio** |
| **INTRODUCTION AND PLANNING** | **Documentation that you are qualified to serve as Cooperative Coordinator.** (See Manual pg 9) | **Due May 26** |
|  | **Planning Calendar for all the events necessary beginning June1, 2011 – May 31, 2012.** (See text pg 110-114). Be sure to include CTSO activities. You may need to add to this during the course. Be sure to include final updates version in portfolio. Make sure to plan how you will meet all the BIC Section 6 requirements. <http://www.alsde.edu/html/sections/doc_download.asp?section=52&id=12898&sort>= | **Due May 26** |
|  | **Develop written policies (Manual pg 21) Be sure to include BIC requirements. Put on your letterhead** | **Due May 26** |
|  | **Recruitment Plans and Documents (Manual pg 17)** | **Due June 2** |
|  | **Document that facilities provide up-to date equipment required (See equipment list)** [**http://www.alsde.edu/html/sections/doc\_download.asp?section=52&id=10920&sort**](http://www.alsde.edu/html/sections/doc_download.asp?section=52&id=10920&sort)**=** | **Due June 2** |
|  | **Develop orientation for students and parents.** | **Due June 2** |
|  | **Develop and complete a Business/Community Survey (Manual pg 36)** | **Due June 2** |
|  | **Develop and complete a “Potential Training Station Evaluation Checklist.” (Manual pg 38)** | **Due June 2** |
|  | **Create and complete an “Extended Contract Program of Work.” (Manual pg 47)** |  **Due June 2** |
|  | **Create and complete two weeks on the “Extended Contract Itinerary.” (Manual pg 47)**  | **Due June 2** |
|  | **Develop your Advisory/Steering Committee list. Submit one letter of invitation. (See text pg 109)** | **Due June 2** |
| **STUDENT SELECTION** |  |  |
|  | **Create a “Review” form to use as you review the students to make sure each student meets all the criteria. Complete the form for Suzy and John.(Manual pg 17)(pg34)** | **Due June 9** |
|  | **Develop an “Application for Enrollment Form” for your school. Complete the form for Suzy and John. (pg 32)** | **Due June 9** |
|  | **Go to the Occupational Outlook Handbook -** [**http://www.bls.gov/oco/**](http://www.bls.gov/oco/) **- Print the information for Suzy and John’s 3 career objectives.**  | **Due June 9** |
|  | **Create and complete Recommendation Forms – Make sure you have the correct number and from the appropriate parties. (pg 14 and 32)** | **Due June 9** |
|  | **Create and complete “Questions for Student Interview” (pg 34)** | **Due June 9** |
|  | **Create and complete an “Interview Evaluation Form.” (pg 35)** | **Due June 9** |
| **TRAINING STATION PLACEMENT SELECTION** |  |  |
|  | **Create a Training Plan for Suzy and John. Be sure to follow BIC requirements**  | **Due June 16** |
|  | **Create a Training Agreement for Suzy and John (pg 23). Be sure to follow BIC requirements.** | **Due June 16** |
|  | **Create a “Job Interview Practices.” (pg 40)** | **Due June 16** |
|  | **Create an “Introduction Card.” (pg 41)** | **Due June 16** |
|  | **Complete a “Weekly Wage and Hour Report” for Suzy and John. Be sure to follow BIC requirements.** | **Due June 16** |
|  | **Create an “Orientation to Business.” (pg 45)**  | **Due June 16** |
|  | **Create and complete “Training Station Visit” for Suzy and John (pg 46) Be sure to follow BIC requirements.** | **Due June 16** |
|  | **Create and complete a “Business/Community Visitation Log.” (pg 48)** | **Due June 16** |
|  | **Create and complete the “Monthly Travel Log” for Suzy and John. (pg 51)** | **Due June 16** |
|  | **Create and complete the Coop R-1 for Suzy and John. (pg 27). Be sure to follow BIC requirements.** | **Due June 16** |
| **FOLLOW-UP** |  |  |
|  | **Create and complete a “Follow-up Form” for Suzy and John.** | **Due June 23** |
|  | **Create and complete the “Student Evaluation of the Training Station.” For Suzy and John. (pg 52)** | **Due June 23** |
|  | **Create and complete the Work-Based Learning Evaluation Report**  | **Due June 23** |
| **COOPERATIVE EDUCATION SEMINAR** |  |  |
|  | **Develop and submit a final assessment for the “Cooperative Education Seminar” course. Use “Wheel of Fortune”, “Jeopardy”, or other developed interactive PowerPoint. (Reference Chapter 10 and Course of Study)** | **Due June 23** |
| **Useful Resources** | **Prepare a section in your notebook containing useful information, tips, examples, web addresses, etc. that will be helpful to you as a coordinator.** | **Due June 23** |
| **Final Portfolio** |  | **Due June 23** |

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| READINGS | ASSIGNMENTS |
| **SECTION 1:** **THE STRATEGY OF AIMS AND GOALS INPUTS**  Overview: A Model for Program Planning, pp. xv-xviii Introduction to Section One, p. 3 Chapter 1: The Scope of Instructional Programs, pp. 5-25 Chapter 2: The Development of Human Resources, pp. 27-40 Chapter 4: Cooperative Education Models, pp. 71-81Alabama Work-Based Learning ManualBIC Section 6 | * Read Chapters
* Post to the discussion topic and respond to at least two other postings
 |
| **SECTION 2: THE STRUCTURE OF CURRICULUM PATTERNS—Part I**  Introduction to Section Two, p. 69 Chapter 5: Coordinators and Their Roles, pp. 83-99 Chapter 6: Initiating the Plan, pp. 101-114 Alabama Work-Based Learning Business/Community Survey – Sample pg 39Alabama Work-Based Learning ManualBIC Section 6  | * Read Chapters
* Post to the discussion topic and respond to at least two other postings
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| SECTION 2: THE STRUCTURE OF CURRICULUM PATTERNS—Part II COORDINATOR RESPONSIBILITIES Chapters 7-9: Select **ONE** chapter according to your proposed teaching level:Chapter 7: Coordinator Responsibilities at the Secondary Level, pp. 115-131Chapter 8: Coordinator Responsibilities for Adult Training and Development, pp. 133-146Chapter 9: Coordinator Responsibilities at the Post-Secondary and Collegiate Levels, pp. 147-163**SECTION 3: INSTRUCTION AND COORDINATION PART** I Introduction to Section Three, p. 167Chapter 10: Planning and Carrying Out Effective In-School Instruction, pp. 169-190Chapter 11: Developing Training Stations as Instructional Laboratories, pp. 191-215Chapter 12: Correlating Instruction Between School and Job Laboratories, pp. 217-237Course of Study – Cooperative Education Seminar CourseAlabama Work-Based Learning ManualBIC Section 6 | * Read Chapters
* Post to the discussion topic and respond to at least two other postings
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| **SECTION 3: THE SYSTEM OF INSTRUCTION AND COORDINATION PART II** SECTION 4: APPLICATION OF THE SYSTEMS APPROACH Chapter 13: The Maturing of the Cooperative Plan, pp. 239-249 Chapter 14: Student Organizations as an Integral Part of Instruction, pp. 251-270 Chapter 15: Accountability Through Evaluation, pp. 273-289 Chapter 16: Legal and Regulatory Aspects of Cooperative Education, pp. 291-310Chapter 17-22: Select the chapter which corresponds to your content area: Chapter 17: The Plan in Agricultural Occupations, p. 315 Chapter 18: The Plan in Business Occupations, p. 335 Chapter 19: The Plan in Health Occupations, p. 371Chapter 20: The Plan in Home Economics Occupations, p. 397Chapter 21: The Plan in Marketing Occupations, p. 411Chapter 22: The Plan in Trade and Industrial Occupations, p. 447Alabama Work-Based Learning ManualBIC Section 6  | * Read Chapters
* Post to the discussion topic and respond to at least two other postings
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| Final Portfolio Due | JUNE 23 |

**Procedures for completing the Resources Notebook:**

1. Place all assignments items in your notebook (Hard copy or electronic) in the order of the assigned modules.
2. Notebooks must be organized with cover, title page, table of contents, and dividers.

**7. Course Requirements/Evaluation:**

1. Complete all assignments and submit to BlackBoard by due date.
2. Respond to all discussion topics and comment on two other student discussions
3. Develop a final assessment for the “Cooperative Education Seminar” course. Use “Wheel of Fortune”, “Jeopardy”, or other developed interactive PowerPoint or create a final exam for the course..
4. Complete Work-Based Portfolio and submit by June 23. Hard notebooks should be mailed to:

Dr. Leane Skinner

Auburn University

108 Wallace Building

Auburn, AL 36849

The final grade in the course will be based on the following:

Assignments 80%

Seminar Assessment 10%

Portfolio 5%

Discussions 5%

Total 100%

 The following grading scale will be used:

90 - 100% = A

80 - 89.9% = B

70 - 79.9% = C

60 - 69.9% = D

Below 60% = F

**NOTE TO DISTANCE LEARNING STUDENTS (If applicable):**

Distance Learning students will be responsible for locating a qualified proctor and completing all proctor forms prior to and after closed resource exams. The following descriptions of a proctor are provided by the University:

“Students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a School Superintendent, a Principal of a high school, or a Dean or Department Head of a College. Proctors shall be verified. The proctor will manage the examination in a secure manner, requiring students to present a picture ID.”

The **pre-test Proctor Form** must be received least **three** **days prior** to **EACH** exam in order to verify the proctor. The **post-test proctor form** must be received **immediately** after completion of the exam. **Proctor Forms can be found on BlackBoard**.

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in BlackBoard weekly. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.