


**AUBURN UNIVERSITY  
SYLLABUS**

<p><b>INSTRUCTOR:</b> Dr. Leane B. Skinner</p> <p>E-mail: <a href="mailto:skinnal@auburn.edu">skinnal@auburn.edu</a></p> <p>Office: 0348 Haley Center Auburn University Voice: (334) 844-3823/ (334) 844-5779 Fax: (334) 844-3801</p>	 <p>CTCT 5080/5083/6080/6086</p> <p>Principles of Coordination</p> <p>Credit Hours: 3 Semester Hours</p> <p>Prerequisite: Departmental approval</p> <p>Office Hours: By appointment</p>
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2. **Date Syllabus Prepared:** Summer 2014

3. **Texts and Supplies Needed:**

Husted, S. W., Mason, R. E. and Adams, E. (2003). (6<sup>th</sup> 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 (2012). Alabama Department of Education/ Career and Technical Education.

[Work-Based Learning Manual](#)

[Alabama Cooperative Education Blog](#)

See Section 6 of syllabus for links to additional resources needed.

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

<b>Contents of Final Portfolio</b>		
<b>INTRODUCTION AND PLANNING</b>	<b>Documentation that you are qualified to serve as Cooperative Coordinator. (See Manual pg 5-6)</b>	<b>Due May 26</b>
	<b>Planning Calendar for all the events necessary beginning June1, 2014 – May 31, 2015. (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.</b>	<b>Due May 26</b>
	<b>Develop written policies (Manual pg 21-22) Be sure to include BIC requirements. Put on your letterhead</b>	<b>Due May 26</b>
	<b>Recruitment Plans and Documents (Manual pg 17) *create all documents that will be used in recruitment</b>	<b>Due June 2</b>
	<b>Document that facilities provide up-to date equipment required (See equipment list)</b> <a href="http://alabamabiccet.wikispaces.com/BME+Equipment+List">http://alabamabiccet.wikispaces.com/BME+Equipment+List</a>	<b>Due June 2</b>
	<b>Develop orientation for students and parents. *include all documents that will be used in orientation</b>	<b>Due June 2</b>
	<b>Develop and complete a Business/Community Survey (Manual pg 36)</b>	<b>Due June 2</b>

	<b>Develop and complete a “Potential Training Station Evaluation Checklist.” (Manual pg 37-38)</b>	<b>Due June 2</b>
	<b>Create and complete an “Extended Contract Program of Work.” (Manual pg 46)</b>	<b>Due June 2</b>
	<b>Create and complete two weeks on the “Extended Contract Itinerary.” (Manual pg 48)</b>	<b>Due June 2</b>
	<b>Develop your Advisory/Steering Committee list. Submit one letter of invitation. (See text pg 109)</b>	<b>Due June 2</b>
<b>STUDENT SELECTION</b>		
	<b>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 16-17)(pg34)</b>	<b>Due June 9</b>
	<b>Develop an “Application for Enrollment Form” for your school. Complete the form for Suzy and John. (pg 32-33)</b>	<b>Due June 9</b>
	<b>Go to the Occupational Outlook Handbook - <a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a> - Print the information for Suzy and John’s 3 career objectives.</b>	<b>Due June 9</b>
	<b>Create and complete Recommendation Forms – Make sure you have the correct number and from the appropriate parties. (pg 14-15 and 30)</b>	<b>Due June 9</b>
	<b>Create and complete “Questions for Student Interview” (pg 34)</b>	<b>Due June 9</b>
	<b>Create and complete an “Interview Evaluation Form.” (pg 35)</b>	<b>Due June 9</b>
<b>TRAINING STATION PLACEMENT SELECTION</b>		
	<b>Create a Training Plan for Suzy and John. Be sure to follow BIC requirements</b>	<b>Due June 16</b>
	<b>Create a Training Agreement for Suzy and John (pg 23-24). Be sure to follow BIC requirements.</b>	<b>Due June 16</b>
	<b>Create a “Job Interview Practices.” (pg 39)</b>	<b>Due June 16</b>
	<b>Create an “Introduction Card.” (pg 40)</b>	<b>Due</b>

		<b>June 16</b>
	<b>Complete a “Weekly Wage and Hour Report” for Suzy and John. Be sure to follow BIC requirements. (pg 41-43)</b>	<b>Due June 16</b>
	<b>Create an “Orientation to Business.” (pg 44)</b>	<b>Due June 16</b>
	<b>Create and complete “Training Station Visit” for Suzy and John (pg 45) Be sure to follow BIC requirements.</b>	<b>Due June 16</b>
	<b>Create and complete a “Business/Community Visitation Log.” (pg 47)</b>	<b>Due June 16</b>
	<b>Create and complete the “Monthly Travel Log” for Suzy and John. (pg 49)</b>	<b>Due June 16</b>
	<b>Create and complete the Coop R-1 for Suzy and John. (pg 27-28). Be sure to follow BIC requirements.</b>	<b>Due June 16</b>
<b>FOLLOW-UP</b>		
	<b>Create and complete a “Follow-up Form” for Suzy and John. (pg 51)</b>	<b>Due June 23</b>
	<b>Create and complete the “Student Evaluation of the Training Station.” For Suzy and John. (pg 50)</b>	<b>Due June 23</b>
	<b>Create and complete the Work-Based Learning Evaluation Report. (pg 29)</b>	<b>Due June 23</b>
<b>COOPERATIVE EDUCATION SEMINAR</b>		
	<b>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)</b>	<b>Due June 23</b>
<b>Useful Resources</b>	<b>Prepare a section in your notebook containing useful information, tips, examples, web addresses, etc. that will be helpful to you as a coordinator.</b>	<b>Due June 23</b>
<b>Final Portfolio</b>		<b>Due</b>

		<b>June 23</b>
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## 6. Course Content:

You have been hired by your school to serve as Cooperative Coordinator for 2012-2013. 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, (7) [Cooperative Education Eligible Courses](#).

READINGS	ASSIGNMENTS
<b>SECTION 1: THE STRATEGY OF AIMS AND GOALS INPUTS</b> 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. 71-81  Alabama Work-Based Learning Manual  BIC Section 6	<input type="checkbox"/> Read Chapters <input type="checkbox"/> Post to the discussion topic and respond to at least two other postings
<b>SECTION 2: THE STRUCTURE OF CURRICULUM PATTERNS—Part I</b> 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 39  Alabama Work-Based Learning Manual  BIC Section 6	<input type="checkbox"/> Read Chapters <input type="checkbox"/> Post to the discussion topic and respond to at least two other postings

<p><b>SECTION 2: THE STRUCTURE OF CURRICULUM PATTERNS—Part II COORDINATOR RESPONSIBILITIES</b></p> <p>Chapters 7-9: Select <b>ONE</b> chapter according to your proposed teaching level:  Chapter 7: Coordinator Responsibilities at the Secondary Level, pp. 115-131  Chapter 8: Coordinator Responsibilities for Adult Training and Development, pp. 133-146  Chapter 9: Coordinator Responsibilities at the Post-Secondary and Collegiate Levels, pp. 147-163</p> <p><b>SECTION 3: INSTRUCTION AND COORDINATION PART I</b></p> <p>Introduction to Section Three, p. 167  Chapter 10: Planning and Carrying Out Effective In-School Instruction, pp. 169-190  Chapter 11: Developing Training Stations as Instructional Laboratories, pp. 191-215  Chapter 12: Correlating Instruction Between School and Job Laboratories, pp. 217-237</p> <p>Course of Study – Cooperative Education Seminar Course</p> <p>Alabama Work-Based Learning Manual</p> <p>BIC Section 6</p>	<p><input type="checkbox"/> Read Chapters</p> <p><input type="checkbox"/> Post to the discussion topic and respond to at least two other postings</p>
<p><b>SECTION 3: THE SYSTEM OF INSTRUCTION AND COORDINATION PART II</b></p> <p><b>SECTION 4: APPLICATION OF THE SYSTEMS APPROACH</b></p> <p>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. 291-310  Chapter 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. 371  Chapter 20: The Plan in Home Economics Occupations, p. 397  Chapter 21: The Plan in Marketing Occupations, p. 411  Chapter 22: The Plan in Trade and Industrial Occupations, p. 447</p> <p>Alabama Work-Based Learning Manual</p> <p>BIC Section 6</p>	<p><input type="checkbox"/> Read Chapters</p> <p><input type="checkbox"/> Post to the discussion topic and respond to at least two other postings</p>
<p>Final Portfolio Due</p>	<p>JUNE 23</p>

**Procedures for completing the Resources Notebook:**

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

**7. Course Requirements/Evaluation:**

1. Complete all assignments and submit to Canvas by due date (Mondays at 8:00 am).
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  
5040 Haley Center  
Auburn, AL 36849

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

Assignments	80%
Seminar Assessment	10%
Portfolio	5%
Discussions	<u>5%</u>
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 Canvas.**

## 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 Canvas 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: See the Student Policy eBook - [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)  
All policies and guidelines 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.