

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	EDWF 475 / EDW 575
Title	Cooperative Career and Technical Programs
Credits	3 credits
Semester	
Instructor	
Office/Phone/Email	
Class Location	Distance Education (online)
Office Hours	
Prerequisites	none
Course Description (Course Introduction)	A variety of work-based learning (WBL) models will be examined and practical implementation strategies studied. Job shadowing, internships and cooperative learning will be compared as well as the information needed for each stakeholder-coordinator, student and business host. Students will equipped to develop their own tool-kit for WBL at completion of this course
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three subcomponents to them)	<p>Standard #3: Learning Environment</p> <p><i>Performances</i></p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner Interaction with ideas and people locally and globally.</p> <p><i>Essential Knowledge</i></p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines and organizational structures.</p> <p><i>Critical Dispositions</i></p> <p>3 (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments</p>

(performance, essential knowledge, and critical dispositions

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

Essential Knowledge

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

Standard #7: Learning Environment

Performances

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(f) The teacher evaluates plans in relation to short-and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Critical Dispositions

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

	<p><i>Critical Dispositions</i></p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p>
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Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective: Demonstrate an understanding of work-based learning overall and models to coordinate such programs.</p>	
<p><u>Standard #4: Content Knowledge</u></p> <p><u>Standard #9: Professional Learning and Ethical Practice</u></p>	
4(j)	The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
9(a)	The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
<p>Objective: Demonstrate an understanding of state and federal laws and regulations pertaining to work-based learning and student workers by analyzing current law and district policies.</p>	
<p><u>Standard #4: Content Knowledge</u></p> <p><u>Standard #9: Professional Learning and Ethical Practice</u></p>	
4(j)	The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
9(a)	The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
9(n)	The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
<p>Objective: Develop the knowledge and ability to plan, execute and evaluate student experiences by examining best practices.</p>	
<p><u>Standard #3: Learning Environments</u></p> <p><u>Standard #7: Planning for Instruction</u></p> <p><u>Standard #9: Professional Learning and Ethical Practice</u></p>	

3(b)	The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3(k)	The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines and organizational structures.
7(a)	The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b)	The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(o)	The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
9(l)	The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

Objective: Understand strategies to engage and retain business/community partners.

Standard #3: Learning Environments

Standard #7 Planning for Instruction

3(n)	The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
7(a)	The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners

Objective: Examine online resources for career research and exploration.

Standard #4: Content Knowledge

Standard #9: Professional Learning and Ethical Practice

4(f)	The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
9(l)	The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

RESULTS

Course Objectives	INTASC Standards Addressed	Measurement/Evaluation
Demonstrate an understanding of work-based learning overall and various models of coordinating such programs.	Standard #4: Content Knowledge Standard #9: Professional Learning and Ethical Practice	Essay and discussion posts Research report and reflection posts
Demonstrate an understanding of state and federal laws and regulations pertaining to work-based learning and student workers by analyzing current law and district policies.	Standard #4: Content Knowledge Standard #9: Professional Learning and Ethical Practice	Essay Discussion posts
Develop the knowledge and ability to plan, execute and evaluate student experiences by examining best practices.	Standard #3: Learning Environments Standard #7: Planning for Instruction Standard #9: Professional Learning and Ethical Practice	Coordinator task list/timeline Student application
Understand strategies to engage and retain business/community partners	Standard #3: Learning Environments Standard #7: Planning for Instruction Standard #9: Professional Learning and Ethical Practice	Interview and essay Business Host Information Page Narrative response to questions about advisory committees.
Examine online resources for career research and exploration.	Standard #4: Content Knowledge Standard #9: Professional Learning and Ethical Practice	Comparative Essay Final exam

COURSE RESOURCES

Various assigned readings, e.g., articles and papers, will be posted online including:

- Koytek, S., Zimmermann, A., (2015). Work-based Learning in Policy and Practice, Techniques, 90(1), 20-23.

- Alfeild, C., (2015). Building High-quality Work-Based Learning Programs for High School Students, Techniques, 90(1), 25-28
- Betsy Xanthis, (2015). Work-based learning The key to Connecting Students to the World of Work, Techniques, 90(1), 31-33

SUPPLEMENTAL TEXTS AND/OR MATERIALS

none

Suggested Internet Resources

www.stemhub.nv.gov

<https://dreamitnv.headed2.com>

www.doe.nv.gov

ASSIGNMENTS

Discussion and Reflections (5 points per discussion) 15 points

Reflections and responses will also be required on all scholarly and current articles posted by the instructor.

- Article questions responses 10 pts
- Discussion posts to two other's posts 5 pts

Special Topic Research and Essay 25 points

Students will be assigned a topic to research and write a report on their findings, explaining the topic to others. You are expected to use APA 6 as your citation format.

- Research report 16 pts
- Discussion posts on three other posts 3 pts each

WBL Manual –Teacher and Student resources 20 points

Examine other state's resources and develop a Coordinator Task list/Timeline and Student Application for a semester long internship or paid work experience.

Employer Engagement and Advisory Committees 20 points

- Interview potential business host and write an essay on discoveries and insights 5 points
- Develop a one-page guide for a business host for job shadowing 10 pts
- Assigned readings will provide back ground to answer questions on advisory committees in a short narrative format. 5 pts

Online Career Information Site Comparisons 5 points

- You will explore two online career exploration websites and write a short essay comparing the two

Final Exam

15 points

The final exam will cover material from the readings, class notes and discussions. The exam will be multiple choice questions and administered online.

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of

observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

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Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

GRADING POLICY

Points Earned	Percentage Score	Grade
100-95		A
94-90		A-
89-87		B+
86-84		B
80-83		B-
79-77		C+
76-74		C
73-70		C-
69-60		D
Below 60		F

TENTATIVE CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1	Overview, Regulations and Readings <ul style="list-style-type: none"> • Definitions • Posted articles and white paper State Regulations	Self-introduction Read posted articles and respond to questions in a reflective essay. Post discussion on two other student's posts Answer questions on Nevada's regulations.	June 8 Due-June 12 Due-June 16
2	Research, writing and responses	Each student will be assigned a topic to research and write a report Post discussion on three other reports	Due June 23 Due-June 29
3	Develop original work Internet research	Read examples from other states; develop a timeline for a teacher/coordinator and create a student application for a semester-long internship or paid work experience	Due-June 26
4	Readings and research Interview	Interview a potential business host using guiding questions. Write reflection. Develop a one page Business Host Guide for job shadowing	Due-June30
5	Online activity	Comparative essay	Due July 6
6	Final Exam	Multiple choice	Due July 7

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