

University of Wisconsin-Whitewater  
Curriculum Proposal Form #4  
**Change in or Deletion of an Existing Course**

Type of Action (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Course Deletion                          | <input type="checkbox"/> Requisite Change                                  |
| <input checked="" type="checkbox"/> Course Revision               | <input type="checkbox"/> Repeatability Change                              |
| <input checked="" type="checkbox"/> Description Change*           | <input type="checkbox"/> Diversity Option                                  |
| <input checked="" type="checkbox"/> Title Change                  | <input type="checkbox"/> General Education Option<br>area: Select one: *** |
| <input type="checkbox"/> Number Change                            | <input type="checkbox"/> Computer Requirement                              |
| <input type="checkbox"/> Contact Hour Change and or Credit Change | <input type="checkbox"/> Writing Requirement                               |
| <input type="checkbox"/> Grade Basis                              | <input type="checkbox"/> Other:  |
| <input type="checkbox"/> Add Cross-listing                        |  |

\* Use Form 5, if only a Description Change

\*\*\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term:** 2077 (Fall 2007)

**Current/Old Course Number:** ITBE 661

**Cross-listing:**

**New Course Number:**

**Cross-listing:**

**Current/Old Course Title:** Organization and Administration of Cooperative Education Programs

**New Course Title:** **Organization, Administration, and Coordination of Cooperative Education Programs**

**25-Character Abbreviation (if new title):** Org Adm Coord Co-op Progs

**Sponsor(s):** Lila Waldman

**Department(s):** ITBE

**College(s):** Business and Economics

**List all programs that are affected by this change:**  
**MS Business and Marketing Education (3 emphases)**

**If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?**

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA       Yes       They will be submitted in the future

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form4.htm>)

I. **Detailed explanation of changes** (use FROM/TO format)

**FROM:**

Study of vocational/occupational programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Current issues facing career and technical education are to be discussed. The cooperative method, procedures, and techniques are stressed. Meets the Department of Public Instruction's course requirement for vocational certification. Prereq: ITBE 460/660 or equivalent.

**TO:**

Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction's course requirement for vocational certification. Prereq: ITBE 460/660 or equivalent.

II. **Justification for action**

The 1-credit ITBE 662 will be eliminated and its content incorporated into this course. Faculty and students have indicated that the content of that course could easily be incorporated into ITBE 661.

III. **Syllabus/outline** (if course Revision)

**Organization, Administration and Coordination of Cooperative Education Programs  
ITBE-461/661**

**Attendance Policy:**

Your presence is important. Attendance helps determine commitment to the teaching profession. However, when there is a conflict, please call or e-mail. You are expected to be to class on time and assignment ready. *Excessive unexcused absences may impact grade.*

**Purpose of the Course:**

The purpose of the course is to prepare you for the role of a CTE (Career and Technical Education) Teacher/Coordinator of a quality cooperative education program or youth apprenticeship program at either the secondary or postsecondary level.

**Course Objectives:**

- Review the current philosophies on teaching and program standards relating to CTE and work-based learning strategies.

- Analyze current forces directly or indirectly affecting the delivery of CTE.
- Identify and discuss the quality components of a CTE cooperative education program or youth apprenticeship program.
- Identify and discuss the multiple roles of the teacher/coordinator of a quality CTE cooperative education program or youth apprenticeship program.
- Develop skills necessary to manage a quality cooperative education program or youth apprenticeship program.
- As a result of successfully completing this course, the student will understand, demonstrate, and evaluate the coordinating practices associated with a cooperative education (CTE) program.

### Course Projects/Weekly Assignments:

This course uses projects and weekly assignments as the determinate of mastery of the subject and course assessment. How it will work:

- Each week, an assignment will be posted--usually several weeks in advance of a topic covered in class.
- You must select and complete 8 projects from the assignments posted.
- Each project is due by the night of class the following week after the topic is discussed.

In addition, there will be Weekly Assignments that will be posted that will include a variety of topics under discussion. Frequently check D2L to determine if one has been assigned for the current week.

NOTE: All projects will be submitted prior to class via D2L Dropbox. No emails with attached documents will be accepted. You should approach all projects from the viewpoint of a practicing teacher/coordinator.

All projects submitted will be your original work specifically for this course.

For each project, three initial questions must be addressed besides the specifics of the project.

The three questions are:

1. What is the significance of the topic to operating a quality CE/YA program?
2. What information are you presenting that addresses the key questions of the rubric?
3. What rationale do offer to support the information you presented in #2?

Questions 1 & 3 carry the most weight in assessment and they must be answered in order with the number of question included.

### Course Assessment:

There are 8 projects required for this course with one project to count as a portfolio assignment, plus the Weekly Assignments (WA) and a case study. All projects are due one week after the related topic is discussed in class. All projects will be submitted electronically via the D2L

Dropbox prior to class. Each project will have a rubric attached at the end of the project. Each project is weighted the same excluding those students enrolled at the Graduate Level.

Seventy-two percent (9x8%) of the grade is the projects and 18% of the grade is based upon the weekly assignments. This means some projects are required and some are optional. Please plan ahead as some projects are field based and require extra time or effort to complete.

NOTE: When you submit the e-document via D2L, you will use the following protocol. Name of the assignment & number and your last name. There will be a unique folder for each project.  
*(e.g.) Advisory Committee-Your Last Name.*

NOTE: You will include the project rubric as the last page of the project. **Also**, one project will be evaluated as an artifact using the General Rubric for Assessing Portfolio Artifacts. For this assignment, the GRAPA will be included as well as the O&A Rubric.

**Graduate Level Only:** For one of the 8 projects, you will take that topic and prepare a secondary research paper of 10 - 12 pages in length. You will conduct a secondary literature review of the topic and then summarize the information as how it applies to one of the quality components of CTE. You will use a research paper format including APA citations. This project counts **triple** of a regular project. A rubric is provided for this research paper. Then, during the last class meeting, graduate students will present their findings to the class. Therefore the graduate students will have 8 projects with one counting triple, plus the regular weekly assignments. The graduate research will count as three assignments so each assignment is worth 7.2% and the WA is worth 20%

Grades are awarded for each assignment based upon the summative evaluation provided by the rubrics. Grades are as follows: A = 4, B = 3, and C = 2. Anything below a C will be returned for a resubmission with a one-grade penalty. There are no + and -. All projects must be submitted or credit will not be given for the course.

The following scale will be used at the undergraduate level for the final grade: A = 3.65, B = 2.9, C = 2.0, D= below 2.0.

The following scale will be used at the graduate level: A = 3.70, A/B 3.55, B = 3.00, B/C = 2.85, C = 2.00.

The grading scale definition will be as follows:

4	Completes assignment on time and in a manner that exemplifies rigor in quality, thought, and application. Rigor includes higher order thinking such as analysis, synthesis, interpretation, and applications to the standards of a quality CE/YA program. Also meets the quality writing standard of grammar, punctuation, and clear organization of thought.
3	Completes assignment on time and in a manner that shows a clear understanding in writing to the quality components of CE/YA. Some higher order applications are noted. Also meets the quality writing standard of grammar, punctuation, and clear organization of thought.

2	Completes assignment on time and meets the minimum requirement of the nature of the assignment. Little effort beyond basic demonstration of understanding or application is noted beyond meeting the minimum criteria of the assignment. Also meeting the quality writing standard of grammar, punctuation, and clear organization of thought.
1	Does not meet minimum requirements and little quality was demonstrated or the assignment does not meet the quality writing standards.
0	No thought given to the assignment, not submitted or not submitted on time.

Definition of Quality Writing Standards: All written assignment will be evaluated on common standards of writing including grammar, punctuation, and spelling. The paper is also to be presented in a scholarly manner that is objective, reflective, insightful and well organized in its presentation. This includes answering the initial three questions.

### **Weekly Assignment Assessment:**

There are three levels of assessment for Weekly Assignments. You are either given a 4 or a 2 or a 0. Definitions are as follows:

4 = Thought and effort given. Well prepared and detailed in the report.

2 = Minimal effort with only cursory thought given to the nature of the paper.

0 = No effort or did not submit assignment or did not submit on time.

### **Student Accommodation:**

UW-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

NOTE: All cell phone, pagers, and other electronic devices must be turned off prior to class unless specifically approved by the instructor. Food in the classroom is OK as long as it (and you) do not crackle or crunch too loud for your neighbor and you pick up and dispose of your .

### **Texts and Related Materials:**

Required Text and Documents:

Cooperative Occupational Education, Sixth Edition, by Husted, Mason and Adams, Prentice Hall, 2003. ISBN 0-13-110412-8

Wisconsin Model Academic Standards for Business Education or Marketing Education, available from <http://www.dpi.wi.gov/standards/pdf/bused.pdf> (B/IT) or

<http://www.dpi.wi.gov/standards/pdf/marketd.pdf> (Marketing).

Cooperative Skills Standards, available from DPI website.

<http://www.dpi.wi.gov/cte/pdf/coopguid.pdf>

Business and Information Technology Work-based Skill Standards available from DPI.

<http://www.dpi.wi.gov/cte/bitwbl.html>

Marketing Work-based Skill Standards available from DPI.

<http://www.dpi.wi.gov/cte/coopintro.html>

Employability Skills Program Standards, available from DPI website.

<http://www.dpi.wi.gov/cte/esintro.html>

Wisconsin Youth Apprenticeship Skill Standards for any related Business and IT or Marketing-related program area. [http://www.dwd.state.wi.us/dws/programs/ya/ya\\_programs.htm](http://www.dwd.state.wi.us/dws/programs/ya/ya_programs.htm)

## Weekly Topics

The following is a tentative list of weekly topics. Check D2L for announcements, assignments, and changes.

<b>Date</b>	<b>Topic – Subject to change</b>	<b>Reading Assignment</b>
Jan 22	Review of Principles of Career & Technical Education, Review of Work Based Learning, and Forces Affecting CTE	<i>Required:</i> Chapter 1 & 3 – Cooperative Occupational Education <i>Recommended:</i> Chapter 5 of the Career & Technical Educator’s Survival Guide
Jan 29	Role of the CTE Teacher/Coordinator & STW Components	Chapter 5 & 7 - Cooperative Occupational Education
Feb 5	Quality Components of Cooperative Education (Cooperative Skills Standards)	Chapter 4 & DPI Cooperative Skills Standards
Feb 12	Starting or Restarting the CE Program	Chapter 6
Feb 19	Promoting/Selling the CE Program	<i>Recommended:</i> Chapter 7 of the Career & Technical Educator’s Survival Guide
Feb 26	Student Recruitment/Student Selection for the CE Program/Parental involvement	<i>Recommended:</i> Chapter 6 of the Career & Technical Educator’s Survival Guide
March 5	CE Curriculum Considerations - General Outcomes	Chapters 10 & 11 and Wisconsin Model Academic Standards for Business

		Education or Marketing Education
March 12	CE Curriculum Considerations - Specific Outcomes	Chapter 12 & 13, Marketing Education Work-based Skills Standards and Business & Information Technology Work-based Skill Standards
March 19	Establishing and Utilizing the Technical Advisory Committee	
Apr 2	Legal Aspects of WBL & CTSO	Chapter 16
Apr 9	Midterm comprehensive exam-15 Essay questions covering the meaning of life and WBL.	
Apr 16	Training Site Selection and Training Supervisor/Mentor Development Program/Training Plan Development	Chapter 18 & 21

Apr 23	Program Assessment and Improvement	Required: Chapter 15 <i>Recommended:</i> Chapter 8 of the Career & Technical Educator's Survival Guide
Apr 30	Managing the CTSO	Chapter 14
May 7	Program Articulation/Professional Development	<i>Recommended:</i> Chapter 9 of the Career & Technical Educator's Survival Guide
May 14	Final Exam Panel Presentation and Graduate Reports. NOTE: Absolutely no one will miss the final class	

NOTE: Power Point slides relating to each week will be posted under course documents. It is suggested you bring the handout to class for note taking.