

EOCS 5030/7030 Organizing and Coordinating Work- and Community-Based Education Programs Course CTL Report

The Work- and Community-Based Education Programs course is for both undergraduates and graduates who are interested in providing these opportunities to students on the secondary and/or post secondary levels. The course has a number of integrated contextual learning (CTL) practices including problem-based learning, inquiry-based learning, collaborative/cooperative learning, and authentic assessment.

Problem-Based Learning

Students participate in a simulation entitled “Athensville” which allows them to engage in the development and implementation of a work-based learning program. Within this simulation, a team of students analyzes a community and develops a work-based learning program within the standards and guidelines established by the State of Georgia.

Inquiry-Based Learning

Each student completes a series of reflection papers focused on the topics revolving around the concepts of work-based learning (*see topical course outline for topics of each paper*) based on current research and literature (journal articles, chapters in books, research reports, etc.). A majority of the resources utilized for each reflection paper should have been published within the last four years (1998 to current).

Collaborative/Cooperative Learning

Students establish a cooperative learning group (team) for the “Athensville” simulation to develop a work-based learning program. The cooperative learning groups (teams) are required to document progress as they complete the assignments associated with the simulation. Each member of the team assesses their groups performance using the scoring rubric and provides a reflection paper on the learning experience.

Authentic Assessment

A team portfolio of the “Athensville” simulation, team assessment of performance, and reflection papers evaluates the majority of student progress and achievement in this course. Each student is provided the scoring rubrics for these assignments which requires a self-assessment as well as an instructor-assessment.

EOCS 5030/7030
Organizing and Coordinating Work- and Community-Based Education Programs
Fall Semester, 2001

INSTRUCTOR: Dr. Cliff Smith, Professor, Department of Occupational Studies
OFFICE: 205 Rivers Crossing
OFFICE PHONE: (706) 542-4208
FAX NUMBER: (706) 542-4054
E-MAIL: csmith@arches.uga.edu

CLASS DAY/TIME: Tuesday, 4:30 to 7:15 p.m.
LOCATIONS: Room 63 River's Crossing Bldg., UGA
Distance Learning Sites: Gwinnett University Center, Lawrenceville
Middle Georgia College, Cochran

REQUIRED TEXT: (available on-line at: www.gavotech.org/workplace.htm or on WebCT site)

Georgia Department of Education (1999). *Standards and guidelines for work-based learning programs in Georgia*. Atlanta, GA: Author.

WEBSITE: This course will utilize WebCT as a classroom resource. At this site, all course information will be found and will require students to utilize for submitting assignments, completing examinations, and other aspects of the course. Students will need an "arches" account. Please do not send course related materials to my e-mail address, but rather utilize the WebCT internal e-mail account.

COURSE OVERVIEW

Work-based education is a practice that emphasizes the development of knowledge, skills, and attitudes that relate to a student's future participation within the economic sector of one's community and nation. In practice, such intentions become manifest in a considerable variety of program forms including career exploration, world of work, adult re-training, work transition, and high school and college-study courses that combine alternating periods of time in schools and workplaces.

Recently there has been a movement to establish work-based education as a central component of public schooling and community-based "life skills" retraining programs. The establishment of work-based learning programs has been motivated by a variety of concerns, including lowering school drop-out rates, helping students define a "career," helping students gain a sense of pride and accomplishment, and developing a competent and reliable supply of labor for community economic enterprise. With a manifold sense of purpose, work-based learning programs have become a feature of a vast number of school districts and community service agencies.

COURSE DESCRIPTION

Planning, implementing, and directing various school-to-work transition models in occupational education.

COURSE OBJECTIVES

Through the course activities and assignments, each student will:

- Evaluate current trends and issues in the work force development and work-based training.
- Describe current strategies for educating the work force in the United States and specifically Georgia.

- Discuss the economic impact of work-based education.
- Describe the work force education policies of other countries.
- Identify and describe the steps involved in organizing a work-based learning program.
- Discuss the advantages and disadvantages of each work-based learning program.
- Differentiate between each work-based learning program and their targeted population.
- Plan and develop curriculum and implementation plan for a work-based learning program.
- Develop strategies for linking education and business/industry in a work-based learning program.
- Describe proposed policies and/or practices needed to eliminate barriers for the successful implementation of a work-based learning program.

CLASS TIME

This course meets from 4:30 to 7:15 p.m. In order to maximize the learning time available for the course, the following schedule will be followed to the extent possible.

4:30 – 5:45 p.m.	Class Session
5:45 – 6:00 p.m.	<i>Break</i>
6:00 – 7:15 p.m.	Class Session

COURSE ASSIGNMENTS

Reflection Paper(s)

Each student will complete a series of reflection papers focused on the topic revolving around the concepts of work-based learning (*see topical course outline for topics of each paper*) based on current research and literature (journal articles, chapters in books, research reports, etc.). A majority of the resources utilized for each reflection paper should have been published within the last four years (1998 to current). Care should be exercised in researching and reading from a variety of sources. A *minimum* of three and a *maximum* of six resources should be documented and utilized in preparing the reflection paper (excluding the required text). It is highly suggested that a copy of each journal article, book chapters, research report, etc. utilized in the paper(s) be made and retained by the student for future reference.

Each reflection paper should be documented from the research and literature and referenced. Use the *Publication Text of the American Psychological Association* (APA, 5th edition) for citations and reference list. The following technical guidelines should be utilized in formatting the paper: 1 inch top, bottom, and side margins; double spaced, 12 point font; 5 space paragraph indentation, appropriate level headings. Papers should be approximately 3 pages in length, excluding a title page and a reference page.

The reflection paper should draw on existing research and literature as it relates to the topic and the implications for work-based learning and career-technical education. Each paper should clearly define or clarify the topic and NOT just a summary of the research and literature you have identified. You may want to identify relations, contradictions, gaps, and inconsistencies in the literature as related to work-based learning and the topic. A concluding summary that states your views based on your research should be provided. Students will be requested to present oral summaries of their reflection papers during class.

A maximum of 20 points may be earned for each reflection paper (6 papers will be required). A total of 120 points may be earned for all reflection papers. A paper may be resubmitted once to improve the points earned—the resubmit must be turned by the next class session. A student may

not resubmit a paper if they are absent from the class session in which the reflection paper is turned in for evaluation.

Evaluation Criteria (for each reflection paper)

Content of reflection paper	12 points
Concluding summary	4 points
Writing/APA style	<u>4 points</u>
Total	20 points

Mid-term and Final Examinations

All class members will participate in two examinations. Examination number one will be completed by 4:30 p.m. on October 9, 2001 and examination number two will be completed by 4:30 p.m. on December 4, 2001. A maximum of 50 points may be earned for each examination. These examinations will be conducted on-line through the website and will need to be completed prior to the beginning of class on the specified dates.

Participatory Activities

Regular class attendance is expected and considered as part of the participatory grade. It is the student's responsibility to acquire class notes and materials if a class session is missed. A series of in-class assignments will be conducted as part of the simulation activities listed below and also considered as part of the participatory grade. A maximum of 30 points may be earned.

Simulation Activity

Within this course a simulation entitled "Athensville" will be utilized to allow students to engage in the development and implementation of a work-based learning program. This simulation activity will be a small team activity (minimum of two students; maximum of three students in a "team"). Assignments to be developed by each team will include:

- Analysis of community and school system
- Selection of a career focus and a work-based learning program
- Development of a mission statement for the work-based learning program
- Selection of an advisory committee and related activities
- Development of student criteria for admission/enrollment in a work-based learning program and implementation process
- Development of criteria for work-based learning sites
- Design of an orientation/training session for training supervisors
- Design of a training supervisor's orientation/operation manual
- Design of a training agreement for a work-based learning program
- Design of an educational training plan correlated to the curriculum of the work-based learning program
- Design of a student evaluation system for the work-based learning program
- Design of a marketing plan for a work-based learning program.
- Design of an evaluation plan for a work-based learning program.

A maximum of 120 points may be earned for the simulation. All assignments should be packaged in a three-ring notebook with appropriate tabs. The entire simulation will be submitted for evaluation on December 7, 2001. Each team member will complete a self-evaluation of the project (10 points) as well as an "individual" team member evaluation (20 points). These evaluations will be considered as part of the overall evaluation of the project as well as for determining an individual's grade for this project. Teams will be randomly selected to present

simulation assignments developed to the class in oral presentations that will coincide with the participatory activities described above. The total points for this project is 150 points (120 points for the simulation and 30 points for self/team evaluations). It is highly suggested that each team member make a copy of the completed simulation for future reference.

Graduate Student Activity (EOCS 7030)

Each graduate student will select one of the following two options to complete: (1) Book review suitable for publication or (2) Manuscript suitable for publication.

Book Review. You will select and review one book from a reference list posted on the WebCT site concerning workforce development and/or work-based learning or in consultation with the instructor a book that may not be listed on the website. You will prepare a four to eight page book review suitable for publication in a scholarly journal (Note: students are advised to review scholarly journals in their field for examples of book reviews). Use the *Publication Text of the American Psychological Association* (APA, 5th edition) for citations and reference list.

Manuscript. You will prepare a manuscript (four to eight pages), suitable for publication in a “classroom teacher’s” magazine or journal concerning work-based learning as it applies to you’re teaching discipline and/or major (Note: students are advised to review scholarly journals and or magazines in their discipline for examples of the publication specifications). This manuscript should inform others in your field and reflect your best thinking and application of the concepts and principles of work-based learning. Use the *Publication Text of the American Psychological Association* (APA, 5th edition) for citations and reference list.

You should communicate with the instructor no later than October 2, 2001, which option you have selected and information concerning your choice (i.e., name of book and or topic for manuscript). The completed graduate student activity will be due on December 4, 2001.

Evaluation Criteria

Preparation and content	35 points
Use of references/resources	8 points
Writing style and mechanics	<u>7 points</u>
Total	50 points

CITY OF ATHENSVILLE

Industrious settlers from the East founded Athensville in the early 1870's as the Athens Temperance Colony. Athensville is the county seat of Ward County. An elective council of six members and a council-appointed City Manager governs the city. The Mayor is elected at large for a two-year term.

The city of Athensville has five public parks, an 18-hole golf course, five tennis courts, two municipal swimming pools, and four multiple screen theatres. The City has a comprehensive recreational program directed by a full-time recreation director. The Athensville Country Club and Athensville Elks Club both have golf courses, swimming pools and recreational activities.

Athensville is served by U.S. Highways 91 and 98, State Highways 6, 15, and 294. Sixteen miles west of Athensville is Interstate 49. The mainline of the Transamerica railroad and the branch line of the B&N railroad service the city. The Grayline Bus Lines serves Athensville with six east-bound and six west-bound buses each day. The city of Athensville owns and operates an intra-city bus line. Athensville Airport is located three miles from the city with 6,000 feet of lighted runways with four daily commuter flights to Stewart International Airport. Stewart International Airport is a fifty-minute flight from Athensville. Stewart International Airport is served by four major airlines representing in excess of 200 flights daily to all other major cities. Four major motor freight companies serve the Athensville area.

Athensville is a city with a population of 100,000 and is characterized as a regional trade center with its primary source of income coming from retail, wholesale, and service establishments. The city is a rapidly growing one with an average increase in population over the past ten years of 5% per year. Projections indicate a continued growth rate at approximately the same percentage over the next decade. Athensville has the distinction of being the first city in the region to purchase and develop an industrial park.

Athensville is a city of many types of industry. A few of the larger ones are:

- Barlanger Manufacturing Company – food processing component parts
- Barr Company – formula stock feeds
- Cooper Industries – modular home manufacturing
- Morgan Packing Company – meat products
- Wayne Concrete – concrete products
- Westman Photographic Corporation – photographic equipment
- Wolf Chemical – agriculture chemicals

Through an intensive labor market survey conducted by the Chamber of Commerce, the following data were revealed:

Annual Average Labor Force Estimate

Civilian Labor Force	47,947
Employed	45,581
Unemployed	2,366
Unemployment Rate	4.9%

Future employment projections assume that the rate of new industrial development will continue through the year 2002 and that the local economy will continue to diversify into a balanced urban economy with heavy growth in the service sector. According to a recent press release, a new regional

mall with 125 stores is planned for construction in the next three years. The Sheraton chain recently opened a new convention center complex in the city; Prudential Insurance is planning to locate a new regional office in the area; and several furniture factories are planning to open new factory outlets and showrooms on the outskirts of the city.

Current Industry Mix

Industry	Average Monthly Employment	Percent of Employment	Average Weekly Wages
Manufacturing	14,181	32%	\$ 653
Services (health, hotel, legal, social, auto repair)	12,022	27%	\$ 582
Retail Trade	7,031	16%	\$ 318
Wholesale Trade	2,326	5%	\$ 870
Finance, Real Estate, Insurance	2,312	5%	\$ 867
Construction	1,527	3%	\$ 590
Transportation & Utilities	1,432	3%	\$ 834
Agriculture, Forestry, Fishing	1,018	2%	\$ 372
Mining	66	--	\$ 831
Local, State, & Federal Government (includes schools)	3,001	7%	\$ 507

Over the last ten years, Athensville has enjoyed steady diversified growth. During this time, 53 quality industries have made the community home. These new industries have created over 5,200 new jobs in the city and county.

Education of the Labor Force

	Percent of Total
Non High School Graduate	21.2
High School Graduate	30.7
Some College/Associate Degree	28.4
Bachelor's Degree	14.0
Graduate Degree	5.8
Total	100.0

Current Population Characteristics

Total Population	100,000
Number of Households	36,000
Median Age of Population	32.7 years
Population by Age Group	
Under 18	25.8%
18 to 24 years	10.9%
25 to 34 years	17.2%

35 to 49 years	22.1%
50 & over	24.0%

ATHENSVILLE HIGH SCHOOL

Athensville City has its own school system, which is fully integrated and is accredited by the Southern Association of Colleges and Schools. The Athensville City School System is composed of five schools, each of which is responsible for certain grades. Three elementary schools (grades Kindergarten through five), one middle school (six through eight) and one high school (grades nine through twelve) compose the school system.

Athensville High School has an enrollment of 1,500 students in grades nine through twelve and is located in a suburban area of the city of Athensville. Athensville High School has only been in existence for ten years. Starting with an enrollment of 700 students, the school has experienced a rapid growth. Athensville High School is expected to have an enrollment of 2,200 within the next five years at which time the School Board will place a cap on its total enrollment. Plans are underway for the construction of additional facilities.

Athensville High School has a cross-section of students in its student body ranging from students in the lower economic class to students whose parents are the “city fathers” and constitute the wealthiest class in the community. The ability levels vary from the “trainable mentally retarded” to the “gifted.” The stated mission of the Athensville City Public Schools is to provide a comprehensive program of instruction, which will be appropriate for each student consistent with his or her abilities and educational needs. Among its identified goals are:

- To enable students to progress on the basis of achievement.
- To enable the student to qualify for further education or employment.
- To develop ethical standards of behavior and participate in society as a responsible citizen.
- To develop a positive and realistic concept of self and others.

Athensville High School offers a complete range of Advanced Placement and Gifted Education courses, a four-year language program, and comprehensive programs in both vocational and science/technology curricula. A complete computer program, including four computer labs, is also in use at the high school.

Test scores at the schools rank in the top 15 percent to 20 percent of the state. The average SAT score for the 79 percent of seniors who attend college is 1,110, well above the state average of 844. In the lower grades, the test scores ranked the students in the top 15 percent of the state’s students in both math and language skills.

The enrollment of the school is currently 1,500 with a projected total enrollment of 2,200 five years hence. Of this total enrollment, the school has established a goal of 60% enrollment in College Preparatory program of study and 40% enrollment in the Technology/Career Preparatory program of study. The school has implemented a tech-prep curriculum and the School Board has voted to eliminate the general high school diploma; thus beginning with this year’s ninth grade class they may either select a program of study in Technology/Career Preparatory or College Preparatory programs of study, or a combination.

Graduation Requirements

1. Students must earn a minimum of 22 Carnegie units of credit (grades 9-12)
2. Students must as a minimum complete the 13 Carnegie units of required core courses. Courses are to be chosen from English/language arts, mathematics, science, social studies and foreign language for a high school diploma. For a Technology/Career Preparatory program of study, four Technology/Career Preparatory units are also considered to be core courses.
3. Students must pass the state required basic skills test and the high school graduation test including writing, English, language arts, math, science, social studies and health.
4. Student may receive the Technology/Career Preparatory with Distinction or the College Preparatory with Distinction by completing 24 Carnegie units with a grade point average of 3.0 or above on a four point scale.
5. To receive both the College Preparatory (CP) or College Preparatory with Distinction (CP+) and the Technology/Career Preparatory (TC) or Technology/Career Preparatory with Distinction (TC+) seal, a student shall complete at least four units from Technology/Career Preparatory courses. Any course or combination of courses may be selected to earn Carnegie unit credit to satisfy the Core Area of Study VI.
6. Any of the courses may be used to satisfy the elective unit requirements.

Areas of Study

English/Language Arts: For the CP, CP+, TC, and TC+ programs of study, at least one-half Carnegie unit of credit in American literature/composition shall be required. Grammar and composition shall be a component of all courses and shall be integrated into the course of study, not isolated.

Mathematics: For the CP and CP+ programs of study, four Carnegie units of credit of approved mathematics will be required. The student record shall show credit or equivalency for each of the core courses of Algebra I, Euclidean Geometry or Informal Geometry, and Algebra II and an additional advanced course. For the TC and TC+ programs of study the student record shall show four Carnegie units of credit for Applied Mathematics I, Applied Mathematics II, Euclidean Geometry or Informal Geometry, and Algebra II.

Science: Students receiving the CP or the CP+ and/or the TC or TC+ shall earn three Carnegie units in science. Students earning the CP or CP+ shall pass a Physical Science and a Life Science course. Students earning the TC or TC+ shall pass any three units of science including one physical science, one life science or two units of applied biology/chemistry.

Social Sciences: Three Carnegie units of credit shall be required in social studies for the CP, CP+, TC or TC+. One Carnegie unit shall be required in U.S. history. One Carnegie unit shall be required from the world studies area, e.g., world history or world geography. World History shall be required for CP and CP+. One-half Carnegie unit of credit of citizenship education (government) shall be required. One-half Carnegie unit of credit of Principles of Economics/Business/Free Enterprise shall be required.

Health and Physical Education: For each program of study, one Carnegie unit of health and physical education is required.

Foreign Language: Two Carnegie units of the same foreign language shall be required for the CP and CP+ programs of study.

College Preparatory Program of Study

College Preparatory (CP) Program - a program of study requiring 22 Carnegie units as specified by Board of Education. A high school diploma with a College Preparatory Seal signifies completion of this program.

College Preparatory with Distinction (CP+) Program - a program of study requiring 24 Carnegie units and a grade point average in the core courses of 3.0 or above on a four point scale as specified by the Board of Education. A high school diploma with a College Preparatory Seal signifies completion of this program.

<u>Core Areas of Study</u>	<u>CP</u>	<u>CP+</u>
(I) English/Language Arts *	4	4
(II) Mathematics *	4	4
(III) Science *	3	3
(IV) Social Studies *	3	3
(V) Health and Physical Education	1	1
(VI) Computer Technology and/or Fine Arts and/or Technology/Career Preparatory and/or Foreign Language	1	1
(VII) Foreign Language *	2	2
(VIII) Technology/Career Preparatory Units	0	0
(IX) Electives **	4	4
(X) State Electives (from Core Courses- English/Language Arts, Mathematics, Science, Social Studies, and/or Foreign Language)	0	2
TOTAL UNITS (minimum)	22	24

* Core Courses

** Students are encouraged to use their electives for additional advanced courses.

Technology/Career Preparatory Program of Study

Technology/Career Preparatory (TC) Program - a program of study requiring 22 Carnegie units as specified by Board of Education. A high school diploma with a Technology/Career Preparatory Seal signifies completion of this program.

Technology/Career Preparatory with Distinction (TC+) Program - a program of study requiring 24 Carnegie units and a grade point average in the core courses of 3.0 or above on a four point scale as specified by the Board of Education. A high school diploma with a Technology/Career Preparatory Seal signifies completion of this program.

<u>Core Areas of Study</u>	<u>TC</u>	<u>TC+</u>
(I) English/Language Arts *	4	4
(II) Mathematics *	3	3
(III) Science *	3	3
(IV) Social Studies *	3	3

(V) Health and Physical Education	1	1
(VI) Computer Technology and/or Fine Arts and/or Technology/Career Preparatory and/or Foreign Language	1	1
(VII) Foreign Language *	0	0
(VIII) Technology/Career Preparatory Units **	4	4
(IX) Electives	3	4
(X) State Electives (from Core Courses- English/Language Arts Mathematics, Science, Social Studies, and/or Foreign Language)	0	1
TOTAL UNITS (minimum)	22	24

* Core Courses

** Must include at least four units, three of which must be concentrated in one of the following occupational or related program areas.

- (1) Vocational Agriculture
- (2) Business Education
- (3) Consumer Home Economics
- (4) Health Occupations
- (5) Marketing Education
- (6) Technology Education
- (7) Trade & Industrial Education

A Tech Prep program of study is being implemented with Athensville Technical Institute. The program consists of a sequential course of study designed to better prepare high school graduates to access post secondary technical schools or to enter the job market with higher level technical skills. This will be achieved through the blending of secondary academic, technical, and post secondary courses and through the career planning and awareness needed to pursue more advanced technical training. Higher level academic and technical skills are emphasized in this program.

Course Number Key for Courses Approved by the State of Georgia

The course numbering system and course titles are in accordance with the Georgia Department of Education listings of state-funded courses earning Carnegie unit credit for the high school diploma, the College Preparatory Endorsement (CP), and the Technology/Career Endorsement (TC) programs of study, plus the tech-prep program of study developed by the Athensville County School System in conjunction with Athensville Technical Institute. Courses are numbered to provide consistency in curriculum offerings, reporting and record keeping throughout the state. This numbering system allows correlation with the nation's Classification of Instructional Programs (CPI) Index. The course numbering system assigns five digits identified by the state. The sixth digit will be assigned by Athensville County School System to indicate the degree of difficulty of the course. Sixth digit: 0 for no prescribed difficulty; 1 for basic; 2 for average and above; and 3 for advanced.

160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES.

TECHNOLOGY/CAREER

01. AGRICULTURAL BUSINESS AND PRODUCTION TECHNOLOGY

01.01 AGRIBUSINESS MANAGEMENT AND LEADERSHIP (GRADES 9-12)

01.01200 Agricultural Leadership and Personal Development

01.41100 Agricultural Business and Management

01.02 AGRICULTURAL MECHANIZATION TECHNOLOGY (GRADES 9-12)

01.42100 Agricultural Mechanics Technology I

01.42200 Agricultural Mechanics Technology II

01.42300 Agricultural Mechanics Technology III

01.03 AGRICULTURAL PRODUCTION AND MANAGEMENT (GRADES 9-12)

01.43100 Agricultural Crop Production and Management

01.43200 Agricultural Animal Production and Management

01.43300 Agribusiness and Technology I

01.43400 Agribusiness and Technology II

01.43500 Agribusiness and Technology III

01.43600 Agribusiness and Technology IV

01.04 AGRICULTURAL PRODUCTS AND FOOD PROCESSING (GRADES 9-12)

01.44100 Agricultural and Food Products Processing Operations and Management

01.05 COOPERATIVE AGRIBUSINESS SALES AND MARKETING (GRADES 9-12)

01.05100 Cooperative Agribusiness Sales and Marketing I

01.05200 Cooperative Agribusiness Sales and Marketing II

01.31200 Marketing Agricultural Commodities

01.09800 Co-op/Internship I

01.09900 Co-op/Internship II

01.06 HORTICULTURE (GRADES 9-12)

01.46100 General Horticulture

01.46200 Floriculture Production and Management

01.46300 Landscape Design and Management

01.46400 Nursery Production and Management

01.46500 Turf Production and Management

01.46600 Floral Design and Management

02. AGRICULTURE SCIENCE AND TECHNOLOGY

02.01 AGRISCIENCE (GRADES 6-8)

02.01100 Exploring Agriscience and Technology (Grades 6-8)

02.01200 Biotechnology in Agricultural Education (Grade 6)

02.01300 Biotechnology in Agricultural Education (Grade 7)

02.01400 Biotechnology in Agricultural Education (Grade 8)

02.02 ANIMAL SCIENCES (GRADES 9-12)

02.42100 Animal Science Technology/Biotechnology (course meets 3rd requirement for Science Core for TC/P and 4th year elective for CP)

02.42200 Equine Science

02.42300 Small Animal Care

02.03 FOOD FIBER SCIENCES (GRADES 9-12)

02.43100 Food and Fiber Science Technology

02.04 PLANT SCIENCES (GRADES 9-12)

02.44100 Plant Science and Biotechnology (course meets 3rd requirement for Science Core for TC/P and 4th year elective for CP)

02.05 SOIL SCIENCES (GRADES 9-12)

02.45100 Soil Science Technology

02.06 PHYSICAL SCIENCES, AGRICULTURAL (GRADES 9-12)

02.46100 Physical Science Applications in Agriculture

02.07 AGRISCIENCE PRINCIPLES AND TECHNOLOGY (GRADES 9-12)

02.47100 Basic Agricultural Science and Technology

02.47200 Agriscience Principles and Technology I

02.47300 Agriscience Principles and Technology II

02.47400 Agriscience Principles and Technology III

02.47500 Biotechnology in Agriculture

03. CONSERVATION AND RENEWABLE NATURAL RESOURCES

03.01 NATURAL RESOURCES CONSERVATION (GRADES 9-12)

03.41100 Natural Resources Conservation

03.02 ENVIRONMENTAL SCIENCE (GRADES 9-12)

03.42200 Environmental Science and Stewardship

03.03 FISHERIES SCIENCE AND MANAGEMENT (GRADES 9-12)

03.43100 Aquaculture

03.04 FORESTRY PRODUCTION AND PROCESSING (GRADES 9-12)

03.44100 Forest Harvesting and Production Technology

03.44200 Forest Products Technology

03.05 FORESTRY SCIENCE (GRADES 9-12)

03.45100 Forestry Science I

03.45200 Forestry Science II
 03.45300 Forestry Management for Wildlife
 03.45400 Urban and Community Forestry

06. BUSINESS MANAGEMENT (See BUSINESS, MARKETING, AND INFORMATION MANAGEMENT)

07. BUSINESS ADMINISTRATION (See BUSINESS, MARKETING, AND INFORMATION MANAGEMENT)

08. MARKETING DISTRIBUTION (See BUSINESS, MARKETING, AND INFORMATION MANAGEMENT)

06., 07., 08. BUSINESS, MARKETING, AND INFORMATION MANAGEMENT (GRADES 6-12)

06.41410 International Business and Marketing
 06.41500 Business Law
 06.41600 Business & Marketing Management
 06.41200 Business and Marketing Communications
 06.41700 Entrepreneurship-Starting Your Own Business
 07.08100 Middle Grades Business and Marketing Careers
 07.08200 Middle Grades Computer Applications
 07.08300 Middle Grades Keyboarding (Grade 6)
 07.08400 Middle Grades Keyboarding (Grade 7)
 07.08500 Middle Grades Keyboarding (Grade 8)
 07.08800 Middle Grades Exploratory Word Processing
 07.42200 Insurance
 07.41100 Principles of Accounting I
 07.41200 Principles of Accounting II
 07.42110 Banking and Finance
 07.43110 Computer Programming I and II
 07.44110 Computer Applications
 07.44210 Advanced Computer Technology
 07.44300 Web Site Design & Maintenance
 07.46110 College Note Taking and Research
 07.46210 Business Procedures
 07.47310 Desktop Publishing
 07.47400 Word Processing
 07.47500 Cooperative Business Education I
 07.47600 Cooperative Business Education II
 07.47700 Cooperative Business Education III
 07.47800 Cooperative Business Education IV
 07.48610 Introductions to Multimedia Applications
 07.48700 Advanced Multimedia Applications
 07.09100 CBE Co-op I
 07.09200 CBE Co-op II
 07.09300 CBE Co-op III
 07.09400 CBE Co-op IV
 07.09500 CBE Co-op V
 07.09600 CBE Co-op VI
 07.09700 CBE Co-op VII
 07.09800 CBE Co-op VIII
 08.09100 Marketing Co-op/Internship I
 08.09200 Marketing Co-op/Internship II

08.09300 Marketing Co-op/Internship III
 08.09400 Marketing Co-op/Internship IV
 08.09500 Marketing Co-op/Internship V
 08.09600 Marketing Co-op/Internship VI
 08.09700 Marketing Co-op/Internship VII
 08.09800 Marketing Co-op/Internship VIII
 08.41110 Fashion Marketing Principles
 08.41200 Fashion Marketing Applications
 08.42100 Personal Services Marketing
 08.43200 Introduction to Travel and Tourism
 08.43300 Travel and Tourism II
 08.43400 Computer Applications for Tourism
 08.43500 Travel Destination
 08.47100 Introduction to Marketing
 08.47300 Retail Marketing
 08.47400 Marketing Principles
 08.47500 Advanced Marketing
 08.47600 Marketing Dynamics
 08.47700 Marketing & Planning of Products and Services
 08.47800 Sports and Entertainment Marketing
 08.47900 Marketing via the Internet
 08.48110 Introduction to Lodging Operations
 08.48200 Lodging Operations II

20. HOME ECONOMICS (see 20. FAMILY AND CONSUMER SCIENCES)

20. FAMILY AND CONSUMER SCIENCES

20.01100 Sixth Grade Exploratory Family & Consumer Sciences
 20.01200 Seventh Grade Exploratory Family & Consumer Sciences
 20.01300 Eighth Grade Exploratory Family & Consumer Sciences
 20.41410 Orientation to Life Skills and Careers
 20.41510 Family, Community and Careers
 20.41610 Nutrition and Wellness
 20.41710 Advanced Nutrition and Foods
 20.41810 Food Science
 20.42000 Interiors & Housing Technology
 20.42100 Home and Family Management Technology I
 20.42200 Home and Family Management Technology II
 20.42900 Family & Consumer Sciences Issues & Applications
 20.43000 Consumer Economics
 20.03610 Cooperative Family & Consumer Sciences I
 20.03710 Cooperative Family & Consumer Sciences II
 20.42320 Child Development and Parenting
 20.42410 Parenting for Success
 20.52510 Early Childhood Education I
 20.52610 Early Childhood Education II
 20.52710 Elder Care I
 20.52810 Elder Care II
 20.53210 Professional Foods and Management I
 20.53310 Professional Foods and Management II
 20.03710 Family & Consumer Science Co-op/Internship I
 20.03720 Family & Consumer Science Co-op/Internship II

21. TECHNOLOGY EDUCATION

- 21.02100 Explorations in Technology
- 21.02200 Exploring Communication Technology
- 21.02300 Exploring Manufacturing/Construction Technology
- 21.02400 Exploring Energy and Power Technology
- 21.42500 Introduction to Technology I
- 21.42600 Introduction to Technology II
- 21.43100 Communication Technology
- 21.43200 Drafting Technology: Introduction
- 21.43300 Drafting Technology Mechanical
- 21.43400 Drafting Technology Architectural
- 21.43500 Graphic Arts Technology
- 21.43600 Electronic Communications Technology
- 21.44100 Materials and Processes Technology
- 21.44400 Production Technology I
- 21.44500 Production Technology II
- 21.45100 Energy and Power Technology
- 21.45200 Electricity/Electronics Technology
- 21.46100 Research and Development
- 21.47100 Pre-Engineering Technology
- 21.47200 Engineering Applications
- 21.47300 Bio-Related Technology
- 21.47400 Aerospace Technology

10., 12., 17., 43., 46., 47., 48., and 49. TRADE, INDUSTRIAL EDUCATION AND MANUFACTURING SCIENCES**10. COMMUNICATION TECHNOLOGIES**

- 10.51110 Broadcast and Video Production I
- 10.51210 Broadcast and Video Production II
- 10.51310 Broadcast and Video Production III
- 10.51410 Broadcast and Video Production IV
- 10.51400 Music Marketing & Technology I
- 10.51500 Music Marketing & Technology II
- 10.51600 Music Marketing & Technology III
- 10.51800 Integrated Information Systems Technology I
- 10.51900 Integrated Information Systems Technology II
- 10.52000 Integrated Information Systems Technology III
- 10.52100 Integrated Information Systems Technology IV

12. PERSONAL SERVICES OCCUPATIONS

- 12.54100 Cosmetology I
- 12.54200 Cosmetology II
- 12.54300 Cosmetology III
- 12.54400 Cosmetology IV

17. ALLIED HEALTH (see HEALTH OCCUPATIONS)**17. HEALTH OCCUPATIONS**

- 17.52100 Introduction to Healthcare Science Technology Education
- 17.52200 Applications of Healthcare Science Technology Education
- 17.52300 Health Occupations III

17.52400 Health Occupations IV

43. PROTECTIVE SERVICES

43.52100 Public Safety I
43.52200 Public Safety II
43.52300 Public Safety III
43.52400 Public Safety IV

46. CONSTRUCTION TECHNOLOGY

46.54500 Fundamentals of Construction
46.54600 Introduction to Building
46.55000 Carpentry I
46.55100 Residential Carpentry
46.55200 Construction Site Layout
46.55300 Commercial Carpentry
46.56000 Electrical I
46.56100 Electrical II
46.56200 Commercial Wiring I
46.56300 Commercial Wiring II
46.57000 Masonry I
46.57100 Residential Masonry
46.57200 Design Masonry
46.57300 Commercial Masonry
46.58000 Plumbing I
46.58100 Residential Plumbing I
46.58200 Commercial Plumbing I
46.58300 Commercial Plumbing II

47. MECHANICAL OCCUPATIONS; AUTOMOTIVE TECHNOLOGY; DIVERSIFIED COOPERATIVE TRAINING

47.46100 Introduction to Aviation Maintenance Technology
47.06200 Aviation Maintenance Technology (AMT) I
47.06300 Aviation Maintenance Technology (AMT) II
47.06400 Aviation Maintenance Technology (AMT) III
47.52500 Granite Technology I
47.52600 Granite Technology II
47.52700 Granite Technology III
47.53100 Electronics Technology I
47.53200 Electronics Technology II
47.53300 Electronics Technology III
47.53400 Electronics Technology IV
47.54100 Electro-Mechanical Technology Cluster I
47.54200 Electro-Mechanical Technology Cluster II
47.54300 Electro-Mechanical Technology Cluster III
47.54400 Electro-Mechanical Technology Cluster IV
47.55100 Manufacturing Technology I
47.55200 Manufacturing Technology II
47.55300 Manufacturing Technology III
47.55400 Manufacturing Technology IV

AUTOMOTIVE TECHNOLOGY

47.56500 Collision Repair Technology I
 47.56600 Collision Repair Technology II
 47.56700 Collision Repair Technology III
 47.56800 Collision Repair Technology IV
 47.57100 Automotive Service Technology I
 47.57200 Automotive Service Technology II
 47.57300 Automotive Service Technology III
 47.57400 Automotive Service Technology IV

DIVERSIFIED COOPERATIVE TRAINING

47.49100 Diversified Cooperative Training I (Trade and Industrial Education)
 47.49200 Diversified Cooperative Training II (Trade and Industrial Education)
 47.49300 Diversified Cooperative Training III (Trade and Industrial Education)
 47.49400 Diversified Cooperative Training IV (Trade and Industrial Education)
 47.09800 DCT/Trade & Industrial Education Co-op/Internship I
 47.09900 DCT/Trade & Industrial Education Co-op/Internship II
 47.09910 DCT/Trade & Industrial Education Co-op/Internship III
 47.09920 DCT/Trade & Industrial Education Co-op/Internship IV
 47.09930 DCT/Trade & Industrial Education Co-op/Internship V
 47.09940 DCT/Trade & Industrial Education Co-op/Internship VI
 47.09950 DCT/Trade & Industrial Education Co-op/Internship VII
 47.09960 DCT/Trade & Industrial Education Co-op/Internship VIII

48. PRECISION PRODUCTION OCCUPATIONS

48.51100 Drafting and Design Technology I
 48.51200 Drafting and Design Technology II
 48.51300 Drafting and Design Technology III
 48.51400 Drafting and Design Technology IV
 48.52100 Graphic Arts Technology I
 48.52200 Graphic Arts Technology II
 48.52300 Graphic Arts Technology III
 48.52400 Graphic Arts Technology IV
 48.57500 Metalworking Technology Cluster I
 48.57600 Metalworking Technology Cluster II
 48.57700 Metalworking Technology Cluster III
 48.57800 Metalworking Technology Cluster IV

49. MANUFACTURING SCIENCES

49.02100 Ford Academy of Manufacturing Sciences--Workplace Communications
 49.02200 Ford Academy of Manufacturing Sciences--Manufacturing Organizations
 49.02300 Ford Academy of Manufacturing Sciences--Workplace Technology & Applications
 49.01400 Ford Academy of Manufacturing Science--Case Studies in Manufacturing
 49.02400 Ford Academy of Manufacturing Sciences--Statistical Methods for Manufacturing Quality
 49.02500 Ford Academy of Manufacturing Sciences--Coordinated Manufacturing Experience
 49.02600 Ford Academy of Manufacturing Sciences --Information Systems

32. PROGRAM OF EDUCATION AND CAREER EXPLORATION/CAREER CONNECTION (see 32. CAREER EXPLORATION AND CAREER CONNECTION)

32. CAREER EXPLORATION AND CAREER CONNECTION

32.02100 Career Connection Career Awareness
 32.02200 Career Connection Research Skills

32.02300 Career Connection Decision Making
32.42400 Program of Education and Career Exploration (PECE)
32.43300 Workplace Readiness

32. INTERVENTION PROGRAMS

32.41400 Coordinated Vocational Academic Education I
32.41500 Coordinated Vocational Academic Education II
32.41600 Coordinated Vocational Academic Education III
32.41700 Project Success I
32.41800 Project Success II
32.81100 Related Vocational Instruction I (Must be taught by a special education teacher.)
32.81200 Related Vocational Instruction II (Must be taught by a special education teacher.)
32.81300 Related Vocational Instruction III (Must be taught by a special education teacher.)
32.81400 Related Vocational Instruction IV (Must be taught by a special education teacher.)

ATHENSVILLE TECHNICAL INSTITUTE

Athensville Technical Institute, one of the first in a statewide network of post secondary vocational-technical schools, was established ten years ago. The Institute's initial enrollment was 70 day and 50 night students, but had a planned capacity at that time of 350 students in 10 full-time diploma programs. Athensville Tech is fully accredited by the Southern Association of Colleges and Schools Commission on Occupational Education Institutions.

Athensville Technical Institute serves the city of Athensville and five surrounding counties. Enrollment now totals over 2,400 credit students, over 2,000 adult literacy and continuing education students, and approximately 1,300 non-credit and special enrollees. At present, Athensville Tech offers a total of three Associate Degree programs and 28 diploma programs that prepare students immediately for the workplace and three technical certificates. The degree programs require at least 103 credit hours for successful completion and a minimum of 69 credit hours for each diploma program completion.

The Institute serves the educational needs and supports the economic development of the area. It is the philosophy of Athensville Tech that lifelong education benefits the individual, business, industry, and the community. The State Department of Technical and Adult Education (DTAE) has developed curriculum standards with the involvement of business and industry. These standards serve as the industry-validated specifications for each program of study.

Programs Offered at Athensville Technical Institute

Unless specified as an Associate Degree program (see notation), the programs are either diploma or technical certificate.

Business Technologies

Associate Degree in Business Studies*

Accounting

Business and Office Technology

Computer Information Systems

Computer Programming

Marketing Management

Secretarial Science

Engineering/Science Technologies

Electromechanical Engineering Technology

Electronics Engineering Technology

Research Laboratory Technology

Health Technologies

Medical Assistance

Nursing

Physical Therapist Assistant

Radiologic Technology

Respiratory Therapist

Surgical Technology

Industrial Technologies

Associate Degree in Technical Studies*

Air Conditioning Technology
Auto Collision Repair
Automotive Technology
Drafting
Electronics fundamentals
Industrial Maintenance Technology
Machine Tool Technology
Residential/Commercial Wiring

Personal/Public Service Technologies

Associate Degree in Personal/Public Service*
Child Development/Related Care
Cosmetology
Early Childhood Care/Education
Paralegal Studies

Technical Certificates **

Certified Customer Service Specialist
Emergency Medical Technology
Patient Care Assisting

* Associate Degree Programs with Athensville College

The degree programs offered at Athensville Technical Institute are a cooperative arrangement between Athensville Tech and Athensville College. Through this agreement, Athensville Tech's technical courses are accepted as block transfer credit by Athensville College and, when combined with Athensville College's general educational classes, lead to an Associate in Applied Science degree from Athensville College. Applicants must apply and be accepted for each of the schools.

Those who complete the requirements for the associate degree must take a minimum of 30 hours of course work from Athensville College. Those who transfer in credit from other institutions for required courses in this program may, if necessary, take elective courses to complete the 30 hours of residency requirement. Associate Degree Programs requires 60 quarter hours from Athensville Technical Institute and 36 quarter hours from Athensville College for a of 96 quarter hours for the degree.

** Diploma programs are one to two years in length. Technical certificates are less than a year in length.

EOCS 5030/7030
Athensville Simulation Assignments

Please Note: These are the minimum requirements for simulation. Each “team” is highly encouraged to expand and enhance upon each of these activities. Points are awarded in the “evaluation” of this project for creativity and comprehensiveness.

1a. Analysis of Community and School System.

A work-based learning program should incorporate appropriate and timely information from demographic studies of the employment community, labor market projections, student interest and placement records, and student information. Based on your analysis of the community, describe the strengths and weaknesses of the community and what you believe are the “potential” for work-based learning programs in terms of local labor supply and demand, program resources, and existing educational programs in secondary and post secondary institutions. You will need to consider such items as:

- The current employment picture in certain occupations.
- Future employment requirements in specific occupations.
- Existing career and technical programs in operation.
- Trends in such area as turnover, new occupations which are gaining importance, the effects of technological change, and job classifications for which there are not enough workers.

1b. Selection of a Career Focus and a Work-Based Learning Program. (Refer to Standard 1: Philosophy)

Upon completion of the analysis of the community and school (#1a above) determine an appropriate career focus area, based on one of the six career focus areas utilized in the state of Georgia, and provide your rationale for the selection of this career focus area. Further define this selection for a specific occupational cluster within the career focus area (i.e., Business, Marketing, and Information Management career focus area--specifically marketing-related occupations). Select the type of work-based learning program that you will establish in connection with the career focus area (for purposes of this simulation you are limited to one of the following types of work-based learning programs: internship/practicum, clinical experience, cooperative education, youth apprenticeship).

2. Development of a Mission Statement for the Work-Based Learning Program. (Refer to Standard 1: Philosophy)

A written mission statement reflects the philosophy and purpose provides guidance and direction for the work-based learning program. Develop a mission statement for the work-based learning program that you have specified in 1b that incorporates the following three basic components which provides students with an integrated array of learning experiences that form bridges between education and employment.

3. Selection of an Advisory/Steering Committee and related activities for implementing the committee. (Refer to Standard 4: Advisory Committee)

An active advisory/steering committee ensure that instruction is consistent with business and industry’s educational and employment criteria and supports the work-based learning program. Describe the type of individuals (either by a specific position or level of employment) who you would seek to serve on the advisory committee for the work-based learning program (specify the number of individuals who will serve on your advisory committee). Outline the qualifications or experiences that you are seeking in these individuals and justify the make-up of your advisory committee. Describe how these individuals will be selected and invited to serve on the advisory committee. Develop a planned program of work for the advisory/steering committee (based upon your major objectives for the work-based learning program — this should be your top ten needs of your program which will require assistance from the advisory committee). Develop a meeting schedule (minimum of four meetings) the upcoming year and dates for

completion of activities on the program of work (assume an academic year running from August to June). Develop tentative agendas for each of the meetings of the advisory committee.

4. Criteria for Admission/Enrollment in the Work-Based Learning Program. (Refer to Standard 6: Work-Based Learning Standard)

The admission/enrollment policy for the work-based learning program should adhere to the philosophy and purpose of the program. Admission standards for the work-based learning program must be documented in a written format. Develop a written admission criteria and specific standards that you will utilize for the selection and admission of students for the work-based learning program. Describe the procedures you will utilize in selecting students for the work-base learning program. Include any forms (i.e., application, rating sheets) that you would utilize in selection process.

5. Criteria for Work-Based Learning Sites. (Refer to Standard 6: Work-Based Learning Standard)

Work-based learning sites should be selected with provide occupational growth opportunities consistent with the student's capabilities, occupational interests, and learning objectives. Work-based learning sites of students must be in compliance with federal, state, and local laws. Develop specific criteria for a checklist that you would utilize for the selection of work-based learning sites for students in your work-based learning program.

6. Development of an Educational Training Agreement. (Refer to Standard 6: Work-Based Learning Standard)

Each student in a work-based learning program must have a signed educational training agreement between student, parents, educational institution, and cooperating work-based learning site that describes the responsibilities of each entity. Develop and design a training agreement that could be used for your specific work-based learning program that contains all the specific elements that you deem necessary for the operation of your program.

7. Development of an Educational Training Plan. (Refer to Standard 6: Work-Based Learning Standard)

Each student in a work-based learning program must have an educational training plan which includes a planned sequence of learning experiences and work tasks (work-based learning) that are correlated with the program of study (school-based learning), and methods to document and assess mastery of learning. Obtain one or more references (e.g., curriculum guides, existing task inventories, skill-standard listings, or occupational analyses) that you can use in developing a listing of the knowledge, skills, and abilities (KSAs) for either a specific occupation or an occupational cluster associated with your work-based learning program. Review this listing and sequence the KSAs from simple to complex. Either through your own best judgment or with input from a resource person (a business/industry representative) determine which KSAs will be delivered at the educational institution, the work site, or a combination of both. Next determine what related academic and vocational KSAs would be needed by the student(s). Develop your curriculum outline for the related work-based learning program and then design the educational training plan, utilizing one of the available formats, that correlates the curriculum of the course with the experiences that a student will have at the work-based learning site.

8. Evaluation of Students in Work-Based Learning. (Refer to Standard 6: Work-Based Learning Standard)

A process must exist for assessing the work-based skills, as outlined on the educational training plan, and the awarding of academic credit for the work-based learning portion of the program. Outline the procedures you will utilize for evaluating students on a continuous basis at the work-based learning site. Develop forms and reports that you will use with the training supervisor/mentor to evaluate a student's knowledge, skills and abilities (both academic and occupational) and describe how you will use the information to determine the awarding of academic credit and grade for the work-based learning.

9. Orientation/Training Session for Training Supervisors/Mentors. (Refer to Standard 6: Work-Based Learning Standard)

Criteria for evaluating and selecting work-based training supervisors/mentors should be established and provided to work-based learning sites. Once selected, the training supervisor/mentor should be oriented to their responsibility to provide meaningful learning experiences for students through a training and orientation session. Develop an outline and materials that you would use for an orientation and training session to develop the training ability of the training sponsor(s)/mentor(s) for your work-based learning program. This orientation and training session may be either a group session for all training supervisors/mentors associated with your work-based learning program or an individual session. This session should include as a minimum: orientation to your specific work-based learning program, individual responsibilities of all parties, teaching and evaluation of student learning at the work-based learning site, and any other aspects of your work-based learning program that you deem appropriate.

10. Development of a Training Supervisors/Mentors Handbook (Refer to Standard 6: Work-Based Learning Standard)

Each training supervisor/mentor should be provided with a handbook that includes an explanation of the various phases of the work-based learning program. Topics usually included are: Mission and objectives of the program; Benefits of the program; Operational Procedures of the Program; Role of the Training Supervisor/Mentor; Expectations for Students; How to Teach and Evaluate Students; and forms utilized in the program. You are to develop a handbook that can be distributed to training supervisors/mentors of your work-based learning program.

11. Articulating a Work-Based Learning Program. (Refer to Standard 7: Articulation)

A work-based learning program should seek to increase students' opportunities to pursue post secondary education. Work-based learning personnel must work with local post secondary institutions and other types of post secondary educational programs to ensure that course work and work-based learning experiences will apply to the admission criteria and transfer of credit to a post secondary educational experience. Develop an articulated program of study for students in your work-based learning program. Your plan should include course work articulated between Athensville High School and Athensville Technical Institute (a 2+2 program) and may also include other experiences as outlined on your educational training plan. This plan should specify the number and titles of courses a student should successfully complete to be granted a high school diploma and a post secondary two-year associate degree.

12. Marketing Plan for the Work-Based Learning Program. (Refer to Standard 8: Marketing and Promotion Standard)

A marketing plan is integrated into the goals and objectives of the work-based learning program and is reactive to the changing needs of the students and business industry community. Develop a coordinated and sustained marketing plan for your work-based learning program. The marketing plan should include the goals and objectives to be accomplished, identified target audience(s) that need to be reached, media and techniques that will be used, a schedule or calendar of planned activities throughout the academic year, and methods for evaluating the success of the marketing plan. Describe or develop prototypes of the information materials that you would develop for specific audience(s) involved with the work-based learning program.

13. Evaluation of a Work-Based Learning Program. (Refer to Standard 9: Evaluation Standard)

A work-based learning coordinator must conduct an annual evaluation of the work-based learning program in conjunction with the advisory committee for the purpose of improving the program. Program evaluation involves determining the extent to which the mission of the program is being met. Develop a plan outlining the steps and the activities you would undertake in evaluating your work-based learning program. Your plan should include how members of your advisory committee will be involved; specific

evaluation activities to be completed; an estimated budget for the evaluation effort; a planned schedule of activities, identification of the reporting procedures; the methods of dissemination; and strategies for implementing the recommendations evolving from the evaluation effort.

Name: _____

Athensville Simulation Assignments

1(a). Analysis of Community and School System

- Description of strengths and weaknesses of community and potentials for a work-based learning program in terms of local labor supply/demand, program resources, and existing education programs in secondary and post secondary education.

Excellent	Above Average	Average	Below Average	Poor
4	3	2	1	0

1(b). Selection of a Career Focus and a Work-Based Learning Program

- Selection of career focus with a rationale and type of work-based learning program to be established.

Excellent	Above Average	Average	Below Average	Poor
4	3	2	1	0

2. Development of a Mission Statement for the Work-Based Learning Program

- A written mission statement for the work-based learning program that incorporates basic components, which provides students with an integrated array of learning experiences that form bridges between education and employment.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

3. Selection of an Advisory Committee and Related Activities

- Description of the type of individuals, qualifications that are needed, and how individuals will be selected for the advisory committee. Development of a planned program work and meeting schedule (with dates for completion of activities).

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

4. Criteria for Admission/Enrollment in a Work-Based Learning Program

- Specific criteria and standards to be utilized for selection and admission of students to the work-based learning program (including forms). Description of procedures to be utilized in selecting students for the program.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

5. Criteria for Work-Based Learning Sites

- Specific criteria for a checklist for selection of work-based learning sites for students in the work-based learning program.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

6. Development of a Educational Training Agreement for the Work-Based Learning Program

- Copy of an educational training agreement developed for the work-based learning program

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

7. Development of an Educational Training Plan for a student in the Work-Based Learning Program

- Copy of an Educational Training Plan which includes a planned sequence of learning experiences and work tasks that are correlated with the program of study and methods to document and assess mastery of learning. KSAs identified for delivery at educational institution, the work-site, or a combination of both.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

8. Evaluation of Students in Work-Based Learning

- Description of evaluation process (including forms) for evaluating student on a continuous basis at the work-based learning site and a description of procedure for awarding academic credit and grade for the work-based learning.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

9. Orientation/Training Session for Training Supervisors/Mentors

- Outline of orientation/training session to develop training ability of training supervisors/mentors for the work-based learning program (orientation to program, individual responsibilities, teaching and evaluation of student, and other aspects).

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

10. Development of a Training Supervisors/Mentors Handbook

- Example of a training supervisors/mentors handbook that includes an explanation of the various phases of the work-based learning program.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

11. Articulating a Work-Based Learning Program

- Example of an articulated program of study for students in the work-based learning program (specifying courses and other experiences outlined on the educational training plan).

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

12. Marketing Plan for the Work-Based Learning Program

- Development of marketing plan including goals and objectives to be accomplished, identified target audience(s), media and techniques to be used, a schedule or calendar of planned activities, and methods of evaluating the marketing plan (description or prototypes of information materials used).

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4 3	2 1	0

13. Evaluation of a Work-Based Learning Program

- Description of a plan outlining the steps and activities to be undertaken in evaluating the work-based learning program (advisory committee involvement, specific activities, budget, schedule of activities, identification of reporting procedures, methods of dissemination, and strategies for implementing recommendations)

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4	2 1	0

14. Preparation and Content (including clarity, accuracy, organization); Use of References and Resources; and Writing Style and Mechanics.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4	2 1	0

15. Creativity and Comprehensiveness of completed simulation.

Excellent	Above Average	Average	Below Average	Poor
8	7 6	5 4	2 1	0

TOTAL POINTS FOR SIMULATION (120 possible):

Comments: