

EOCS 5030/7030
Organizing and Managing Work- and Community-Based Education Programs
Summer Semester, 2002

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REQUIRED TEXT:

Husted, S. W., Mason, R. E., & Adams, E. (2002). *Cooperative occupational education*, (6th ed). Englewood Cliffs, NJ: Prentice Hall

Georgia Department of Education (1999). *Standards and guidelines for work-based learning programs in Georgia*. Atlanta, GA: Author.
(available on-line at: www.gavotech.org/workplace.htm)

Occupational Research Group (1999). *Diversified cooperative training curriculum guide and coordinator's handbook: A curriculum revision project*. Athens, College of Education, University of Georgia: Author.
(available on-line at: www.gavotech.org/dct.htm)

Email: It will be essential for each student to have an active email account to use in this course. Each **MONDAY** afternoon students will receive an email message containing the notes for that week's lesson. It will be the responsibility of each student to print out these notes and review these prior to their scheduled class meeting.

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.

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

By the completion of this course students will be able to:

1. Evaluate current trends and issues in the work force development and work-based training.
2. Describe current strategies for educating the work force in the United States and specifically Georgia.
3. Explain the advantages and disadvantages of each work-based learning program.
4. Differentiate between each work-based learning program and their targeted population.
5. Examine instructional methods for applying work-based learning at various educational levels.
6. Analyze the cooperative structure essential in work-based education between classroom instruction, workplace experiences, and coordination activities.
7. Plan and develop curriculum and implementation plan for a work-based learning program.
8. Identify and describe the steps involved in organizing a work-based learning program.
9. Develop strategies for linking education and business/industry in a work-based learning program.
10. Apply the cooperative plan to a specified work-based educational program.

COURSE ASSIGNMENTS

Weekly Quizzes

A weekly objective-type quiz worth 25 points (25 X 6 = 150 points total for the semester) will be given during each class session (beginning with week # 2). The quiz will cover concepts taught the previous week as well as any reading assignments made during that class session.

Attendance

Regular class attendance and participation is expected! It is the student's responsibility to acquire class notes and materials if a class session is missed. Quizzes missed due to an absence **MUST** be made up before the absence or prior to the next class session. It is the responsibility of the student to schedule a time with the professor to make up missed quizzes. Please note: **ANY STUDENT MISSING MORE THAN 2 CLASS SESSIONS WILL EARN A GRADE OF F.**

Cooperative Occupational Portfolio

Students will work within a team to create and compile a cooperative occupational portfolio that can be used in work-based programs. This project will allow students opportunities to engage in actual development and eventual implementation of a work-based learning program. Assignments to be developed by each team will include:

- 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 sties
- Design of an orientation/training session for training supervisors
- Collection and/or development of training agreements for a work-based learning program

- Design of educational training plans correlated of 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.
- Team evaluations of project

The total points for this project is 150 points (110 points for the prepared project materials and 40 points for self/team evaluations). Each team member will complete a self-evaluation of the project (20 points) as well as “individual” team member evaluations (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. All project assignments should be packaged in a three-ring notebook with appropriate tabs. The entire project will be submitted for evaluation during **week # 7 (July 22 or July 25, 2002)**. It is highly suggested that each team member make a copy of the completed simulation for future reference.

Graduate Student Activity (EOCS 7030)

Book Review. You will select and review one book concerning workforce development and/or work-based learning. The book may be selected from a reference list that will be provided or another book may be selected after consulting with the instructor. You will prepare a book review following the instructions provided on a prepared rubric. The book review will be worth a total of 100 points and will be due during **week # 6 (July 15 or 18, 2002)**.

COURSE EVALUATION

	EOCS 5030	EOCS 7030
Quizzes	150 points	150 points
Cooperative Occupational Portfolio	150 points	150 points
Graduate Project	N/A	100 points
Total Points	300 points	400 points

GRADING SCALE

Scale	EOCS 5030	EOCS 7030
A = 100 - 90%	300 - 270 points	400 - 360 points
B = 89 - 80%	269 - 240 points	359 - 320 points
C = 79 - 70%	239 - 210 points	319 - 280 points
D = 69 - 60%	209 - 180 points	279 - 240 points
F = Below 60%	179 - 0 points	239 - 0 points

The University of Georgia’s policies and procedures on academic honesty, *A Culture of Honesty*, will be followed in this course.