

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

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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.

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|------------------|---------------|
| 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)

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|-----------------------------|-----------------|
| 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

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

COURSE EVALUATION

| | EOCS 5030 | EOCS 7030 |
|---------------------------------------|------------------|------------------|
| Reflection Papers (6 at 20 pts. each) | 120 points | 120 points |
| Examination #1 | 50 points | 50 points |
| Examination #2 | 50 points | 50 points |
| Participatory Activities | 30 points | 30 points |
| Athensville Simulation | 120 points | 120 points |
| Self Evaluation/Team Evaluation | 30 points | 30 points |
| Graduate Project | <u>---</u> | <u>50 points</u> |
| Total Points | 400 points | 450 points |

GRADING SCALE

| Scale | EOCS 5030 | EOCS 7030 |
|---------------|------------------|------------------|
| A = 100 - 92% | 400 - 368 points | 450 - 414 points |
| B = 91 - 83% | 367 - 332 points | 413 - 373 points |
| C = 82 - 70% | 331 - 280 points | 372 - 315 points |
| D = 69 - 60% | 279 - 240 points | 314 - 270 points |
| F = 59 - 0% | 240 - 0 points | 269 - 0 points |

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

TOPICAL COURSE OUTLINE

| Date | Course Topic | Reading | Assignments |
|-----------------------|--|--|--|
| Aug. 21 Session 1 | <ul style="list-style-type: none"> Orientation to the Course Preparing Students for the Future | Note: Required readings listed below should be completed prior to the class session identified. | Log on to WebCT: Send personal information to instructor; download text and Athensville information. |
| Aug. 28 Session 2 | <ul style="list-style-type: none"> Legislation (Vocational Education and School-to-Work) | | <i>Athensville Assignment:</i> Analysis of Community |
| Sept. 4 Session 3 | <ul style="list-style-type: none"> Work-Based Learning Models | Text (pp. 2-18) Appendix A, B, C, D, E, F | <p>Reflection Paper #1 Due Topic: The Skills Employers Need/Seek for the Future Workforce of the New Economy.</p> <p><i>Athensville Assignment:</i> Selection of a Career Focus; Selection of Work-Based Learning Program Model</p> |
| Sept. 11 Session 4 | <ul style="list-style-type: none"> Philosophy And Purpose Of a Work-Based Learning Program | Text (pp. 20-31) Appendix G | <i>Athensville Assignment:</i> Mission Statement for Selected Work-Based Learning Program Model |
| Sept. 18 Session 5 | <ul style="list-style-type: none"> Responsibilities of a Work-Based Learning Coordinator | Text (pp. 32-36) | Reflection Paper #2 Due Topic: Pedagogical Strategies for Work-Based Learning. |
| Sept. 25 Session 6 | <ul style="list-style-type: none"> Advisory Committees | Text (pp. 37-39) Appendix H, I | <i>Athensville Assignment:</i> Advisory Committee Selection and Activities |
| Oct. 2 Session 7 | <ul style="list-style-type: none"> Selection and Enrollment of Students for a Work-Based Learning Program | Text (pp. 45-48) Appendix J, K, L, M | <p>Reflection Paper #3 Due Topic: The Role of Career-Technical Education and Work-Based Learning as an Integral Part of Educational Reform.</p> <p><i>Athensville Assignment:</i> Student Selection Criteria and Enrollment Process</p> |
| Oct. 9 Session 8 | <ul style="list-style-type: none"> Work-Based Learning Sites | Text (pp. 48-54) Appendix N | <p>Exam #1 to be completed</p> <p><i>Athensville Assignment:</i> Criteria for Work-Based Learning Sites</p> |
| Oct. 16 Session 9 | <ul style="list-style-type: none"> Training Supervisors Training Agreements | Text (pp. 55; 59-63) Appendix N, O | Reflection Paper #4 Due Topic: The Role that Employers and Educational Institution Personnel Play in |

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| | | | <p>the Design, Development, and Implementation of a Quality Work-Based Learning Program.</p> <p><i>Athensville Assignment:</i> Criteria for Selection of Training Supervisors; Orientation/Training of Training Supervisors; Orientation/Operation Manual; Training Agreement for a Work-Based Learning Program Model</p> |
| Oct. 23 Session 10 | <ul style="list-style-type: none"> Educational Training Plans and Curriculum Articulation of Work-Based Learning | Text (pp. 40-44; 55-59; 64-66; 67-68) Appendix P | <p><i>Athensville Assignment:</i> Training Plan and Curriculum for Students in Work-Based Learning Program; Articulation of Work-Based Learning and Curriculum</p> |
| Oct. 30 Session 11 | <ul style="list-style-type: none"> Evaluation of Students in Work-Based Learning | Text (pp. 59-61) Appendix Q, R, S | <p>Reflection Paper #5 Due Topic: Utilizing National and State Skill Standards for Career-Technical Education and Work-Based Learning Curriculum Development.</p> <p><i>Athensville Assignment:</i> Student Evaluation Process in a Work-Based Learning Program</p> |
| Nov. 6 Session 12 | <ul style="list-style-type: none"> Legal and Liability Issues in Work-Based Learning | Text (pp. 81-92) | |
| Nov. 13 Session 13 | <ul style="list-style-type: none"> Marketing of Work-Based Learning Programs | Text (pp. 69-76) Appendix T | <p>Reflection Paper #6 Due Topic: Utilizing Authentic Assessment Methodologies to Document Student Learning and Achievement in Work-Based Learning Programs.</p> <p><i>Athensville Assignment:</i> Marketing Plan for a Work-Based Learning Program</p> |
| Nov. 20 | <ul style="list-style-type: none"> Thanksgiving Break | | Continue work on <i>Athensville Assignments</i> |
| Nov. 27 Session 14 | <ul style="list-style-type: none"> Evaluation of Work-Based Learning Programs | Text (pp. 77-80) Appendix U | <i>Athensville Assignment:</i> Evaluation of Work-Based Learning Program Model |
| Dec. 4 Session 15 | <ul style="list-style-type: none"> Future Issues and Trends in Work-Based Learning | | Examination #2 to be completed |

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| | <ul style="list-style-type: none">• Course Evaluation | | Graduate student project completed and turned in for evaluation |
| Dec. 7 Reading Day | | | Athensville simulation completed and turned in for evaluation by 3:00 p.m. |