
Central Michigan University
College of Business Administration

MASTER COURSE SYLLABUS

<u>BIS</u>	<u>451</u>	<u>Coordination in Vocational Education</u>	<u>3(3-0) D</u>
Design.	No.	Title	Credit (Mode)

I. *Bulletin* Description:

Duties, problems, and techniques of coordination and supervision of cooperative training programs, partially designed to meet the state certification requirements.

II. Prerequisites:

56 semester hours completed; either admission to Professional Business Studies or listed on a signed major or minor. Identical to IET 551. Credit may not be earned in more than one of these courses.

III. Rationale for Course Level:

Fulfills partial requirements for vocational certification.

IV. Textbooks and Other Materials To Be Furnished by Student:

Mason, Ralph E., Lorraine T. Furtado, Stewart W. Husted, *Cooperative Occupational Education and Work Experience in the Curriculum*, The Interstate Printers & Publishers, Inc., Danville, Illinois, 1989.

V. Special Requirements of the Course:

Handbook will be developed.

VI. General Methodology Used in Teaching the Course:

Discussion, lecture, role playing, slides and tapes, weekly assignments of developing forms and information, questions and answers.

VII. Course Objectives:

By the end of the semester of instruction of BIS 451, Coordination in Vocational Education, students will perform the skills, understandings, knowledge, and attitudes to perform as indicated in the role of a teacher-coordinator of a cooperative education plan. This course is designed to provide vocational teacher and potential vocational teachers at the secondary and community college levels the ability to perform the duties of planning, instructing, managing, evaluating, and the professional role of a teacher-coordinator in a cooperative education plan.

BIS 451 also explores career exploration and cooperative education in the larger context of the economy. Additionally, students pass a competency-based test on economic principles and theory (minimum 80 percent). Issues of consumers' role in the economy are also reviewed—including financial plans, debt management, and risks.

VIII. Course Outline:

Week	Topic
1, 2 and 3	The Strategy of Aims and Goal Inputs A. The Scope of Instructional Programs B. The Development of Human Resources C. Public Policy Goals and Institutional Roles
4, 5, and 6,	The Structure of Curriculum Patterns A. Cooperative Education Models B. Coordinators and Their Roles C. Initiating the Plan D. Coordinator Responsibilities at the Secondary Level E. Coordinator Responsibilities for Adult Training F. Coordinator Responsibilities at the Post-Secondary Levels
7, 8 and 9	The Systems of Instruction and Coordination A. Planning and Carrying Out In-School Instruction B. Developing Training Stations C. Correlating Instruction Between School and Job D. The Maturing of the Cooperative Plan E. Student Organizations as Part of Instruction F. Accountability Through Evaluation

G. Legal Aspects of Cooperative Education

10, 11 and 12 Career Exploration, Cooperative Education, and the Economy

- A. Career Exploration and Career Pathways
- B. The Economy and Occupational Outlook
- C. Economic Principles and Theory
- D. Personal Financial Management (financial plans, debt, and risks)

13, 14 and 15 CLEAR Model for Teacher Education

- A. Concept and Knowledge Driven
- B. Learner Centered, and promotes
- C. Reflective Practice Relevant to Diverse Settings and Roles

16. Final Exam

IX. Evaluation:

Work is evaluated weekly	30%
Handbook developed for end of course	50%
Final Exam	<u>20%</u>
Total	100%

X. Bibliography:

Career and Technical Educator's Survival Guide. Association for Career and Technical Education, <http://www.acteonline.org/store/res-cat-actebooks.cfm>, 1999.

Employability Skills Tip Sheets, Vocational-Technical Education Service, Michigan Department of Education, Michigan Career Education and Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034, 1977.

Legal Modules for Cooperative Education, Vocational Technical Education Service, Michigan Department of Education, Michigan Career Education and Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034, 1988.

Teacher Development in Career & Technical Education (CTE), Michigan Center for Career & Technical Education (MCCTE), 2003.

Perkins Act. Association for Career and Technical Education, <http://www.acteonline.org/store/res-cat-actebooks.cfm>, 1998.

Vocational Cooperative Education Handbook, Vocational Technical Education Service,
Michigan Department of Education, Michigan Career Education and Vocational
Education Resource Center, 133 Erickson Hall, Michigan State University, East
Lansing, MI 48824-1034, 1988.

Work-Based Learning Guide for Risk Management, Michigan Career Development,
2001.

Syllabus Prepared by: Dr. Karl Smart
Name

Signature

March 20, 2003
Date