INDIVSTU 4159-5159 Implementation of a Work-Based Learning Program

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<tr>
<th>Instructor</th>
<th>Mindi Heitland</th>
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<tbody>
<tr>
<td>Phone</td>
<td>515-979-2105</td>
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<tr>
<td>Office hours and location</td>
<td>4:30 to 9:30 p.m. Monday through Friday or by appointment</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:mindiheitland@gmail.com">mindiheitland@gmail.com</a></td>
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<tr>
<td>Class Delivery</td>
<td>Online / Blackboard Learn</td>
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<tr>
<td>Preferred Communication</td>
<td>I will primarily communicate with students via email. Email to request appointments by phone or Zoom rather than in an email. * Preferred mode of contact is through the email listed above.</td>
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Course Information

Implementation of a Work-Based Learning Program focuses on developing, implementing, managing, and evaluating a successful CTE work-based learning program. Topics include linking classroom instruction with work site learning, developing business partnerships, safety, and legal issues.

Credit Hours

Implementation of a Work-Based Learning Program is a two-credit course. The aggregation of time on tasks, assignment, and interactions in an online course will reflect rigor and expectations equivalent to the federal definition of the credit hour—15 hours of direct faculty instruction and a minimum of 30 hours of out-of-class student work for each credit hour awarded.

Learning Objectives

University Level Outcomes

- **Critical Thinking**
  Students will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**
  Students will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**
  Students will demonstrate discipline-specific knowledge and skills in their major fields of study.
Program Level Objectives

- Students will apply their knowledge to create engaging career-related lessons.
- Students will plan instruction that supports every student in meeting rigorous learning goals.

Course Level Objectives

- Develop a comprehensive work-based learning program for developing work skills and work behaviors.
- Construct a training agreement directing all aspects of work-based learning.
- Develop a training plan to direct occupational skill development at a work-based learning site.
- Create an evaluation tool to be used by students and employers at a work-based learning site.
- Identify ways to network with potential work-based learning partners.
- Evaluate resources related to child labor, risk management, and liability.
- Implement related classroom instruction utilizing multiple career development resources.

Course Description

This course is designed to fulfill the requirement of work-based learning coordinator techniques for MOC licensure in Iowa (required under approved career and technical education programs) and for secondary endorsements in special education. Students learn the basics of planning, organizing, and implementing work-based learning to address two goal areas: specific occupational skill development and standard work-behavior development. Primary areas of study include how to implement training plans and agreements; develop liaison relationships with the community; evaluate student performance; provide relevant classroom instruction; involve parents and guardians; and counsel students for job application, work performance and transition into work/post-secondary training. Federal and state employment laws and other primary resources to assist in the coordination process will be identified and utilized in developing a local plan for implementing work-based learning.

Course Requirements and Evaluation Methods

Course Materials

While there is no required textbook for the course, related articles, videos, and examples will be required reading for each unit. All reading will relate to the development of a comprehensive plan for local implementation of work-based learning.

Course Organization

This course is an online guided independent study course which means you can enroll anytime, work at your own pace, and finish within nine months. Assignments for the course are organized into eight separate units. Each unit will include objectives, resources (readings/videos/examples), and a graded assignment.

Assignment Submission
Assignments should be typed in Microsoft Word and saved/attached as a file to your submission links found in the Course Content folder.

**Evaluation**

Assignments will be graded as I receive them (within 48 hours). The final assignment in this course is creating a work-based learning manual to be utilized in your own program. Note that many of the assignments leading up to this will be actual pieces of the final manual. Therefore, it is very important each is done correctly to have an excellent final product you can use.

The following assignments to be completed in order to receive credit for this course:

1. **Assignment 1**: Type an introduction/reflection paper.
2. **Assignment 2**: Construct a Training Agreement.
3. **Assignment 3**: Develop a Training Plan with an employer.
4. **Assignment 4**: Create an Evaluation Tool for monitoring student work-behavior development.
5. **Assignment 5**: Complete a review of your knowledge of Child Labor and Health and Safety Laws.
6. **Assignment 6**: Create an employer networking spreadsheet.
7. **Assignment 7**: Create an effective career development course plan.
8. **Assignment 8**: Develop a comprehensive cooperative program manual utilizing different areas of program development. Assignments 1-7 can be incorporated into this final assignment.

**Grading**

Points will be assigned to each assessment and will be posted in My Grades of the Tools link on the Blackboard website. The final grade will be assigned points as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>100</td>
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<tr>
<td>Assignment 4</td>
<td>100</td>
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<tr>
<td>Assignment 5</td>
<td>50</td>
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<tr>
<td>Assignment 6</td>
<td>100</td>
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<tr>
<td>Assignment 7</td>
<td>100</td>
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<tr>
<td>Assignment 8</td>
<td>400</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
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Students are expected to monitor their own grades on Blackboard and save all graded work on their own computer. Grades will be reported using the following scale:
<table>
<thead>
<tr>
<th>Grading scale (points)</th>
<th>950-1000</th>
<th>750-799</th>
<th>650-699</th>
<th>Below 600</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>900-949</td>
<td>A</td>
<td>700-749</td>
<td>C-</td>
<td></td>
<td></td>
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<tr>
<td>850-899</td>
<td>B</td>
<td>650-699</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>800-849</td>
<td>B-</td>
<td>600-649</td>
<td>C-</td>
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**Approved Statements for Non-discrimination and Accessibility**

**Office of Compliance and Equity Management**
The University of Northern Iowa does not discriminate in employment or education. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](#) for additional information.

**Student Accessibility Services**
The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or send an email to accessibilityservices@uni.edu. Visit [Student Accessibility Services](#) for additional information.

**Diversity and Inclusion Statement**
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

**Academic Integrity**
To ensure academic integrity and to follow [UNI policies on Student Academic Ethics](#) (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other...
parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

Course Communication and Technology

Online Component

This course is completely an online utilizing Blackboard for instruction, materials, and communication. This online component can be accessed through the UNI Blackboard Learn website. All of the handouts and information for this course will be available in Blackboard. Students are advised to check the website and their email for communication. Any changes to the course syllabus or schedule will be announced through Blackboard. Assignments are due as specified in the course schedule and on the course Blackboard page in Blackboard. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the Blackboard Learn Help website.

Communication with Instructor

I will respond to messages between 4:30-9:30 p.m. and early mornings before 7:30 a.m. Monday through Friday. Please feel free to call me after 4:30 p.m. for personal discussions and to speed up the response rate. I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone or Zoom. I will respond to your messages within 24 hours. Feedback will be given on the assignment submission link and you can expect your graded assignments back within 48 hours unless noted otherwise.

Attendance, Late Work, and Makeup Work

See UNI Policy on Class Attendance and Makeup Work

Online Netiquette and Classroom Civility

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email.

Finally, read Albion’s Core Netiquette Rules and always remember to address your professor and other students in a respectful manner.
Technology Requirements

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support Blackboard and users can experience difficulty opening files)

If required in this course
- Adobe Connect (see Adobe Connect Systems Requirements in START HERE for more information)
- YouTube, setting videos to “unlisted” in order to share links
- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Technical Support

If you experience any technical problems, contact the Office of Continuing and Distance Education at 319-273-7740 (local), 800-772-1746 (toll-free) or cesp-consult@uni.edu.

Please note: Instructors are not the first line of support for technical problems.

For web conferencing coverage, M-Th, from 8 a.m. - 9 p.m., and Friday, 8 a.m. - 4:30 p.m.

For course support, M-F, from 8 a.m. - 4:30 p.m.