

# *BVED 432:*

## *Coordinating Cooperative Education Learning*

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BVED 432 is taught fall semester online, via IVN, and in a summer workshop format

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### I. Catalog Description:

A study of principles and techniques used in coordinating work experiences for student learners. Included is a study of methods and materials, work site selection placement, evaluation, and student follow-up.

### II. Course Description:

This course is one of six career and technical education courses required for the Career and Technical Education Baccalaureate Degree. This course is also required by other career and technical educational service areas (e.g. Business and Office Technology). It is designed to aid teachers and students in developing methods and basic skills in lawfully placing students in community based work experience programs. Students who complete this level five course will have met the Ability "Collaboration" and the Skill "Leadership."

### III. Student Objectives and Goals:

Upon successful completion of the course, the student will be able to

- A. Describe the teacher-coordinator's role in work experience programs.
- B. Differentiate between work experience programs in secondary and post-secondary settings.
- C. Identify techniques used in developing a career and technical education program for on-the-job training.
- D. Describe employer supervisory duties.
- E. Conduct follow-up studies as a means of evaluation.
- F. Identify coordinator's practices and the activities in new and on-going programs.
- G. Identify techniques used in selection and placement of students in individual work experience programs.
- H. Describe techniques used in developing a career and technical program for on-the-job training.
- I. Summarize the role of advisory committees in a cooperative work experience program.
- J. Describe the methods and materials for providing effective related instructional units.
- K. Identify and distinguish among main components of school-to-careers, including career exploration, school-based learning and work-based learning.
- L. Describe educational equality concepts such as equality awareness and the effect of sexual harassment.

- M. Summarize federal laws such as age and sex discrimination and how they affect student learners.
- N. Acquire and interpret information from research using the internet.

#### IV. Learning Activities:

Class material is covered in class lecture, discussions, student panels, independent study, and research. Resource persons are invited to address the class, and students work cooperatively on program promotion material. Students complete and evaluate forms used in work experience programs.

#### V. Assessment/Evaluation:

Evaluation is achieved through a comprehensive essay examination, individual contribution to the learning groups and class, a reaction paper, and other assignments.

#### VI. Topic Outline:

- A. Cooperative Work Experience (Individual Service Area)
  - 1. Recruitment and selection
  - 2. Scheduling
  - 3. Testing programs
- B. Coordination Practices in a New Program
  - 1. Pre-arranging coordination visits
  - 2. What to do during a visitation
  - 3. Establishing training stations
  - 4. Orientation of student learners
  - 5. Techniques of operation
- C. The Teacher-Coordinator's Activities on the On-Going Program
  - 1. Scheduling activities during the year
  - 2. Improving instruction at the training station
  - 3. Finding, selecting and developing new training stations
  - 4. Carrying on a sponsor development program
  - 5. Report to cooperating employers on instructional activities
  - 6. Engaging in program evaluation
  - 7. Research - formal and informal
  - 8. Continuing the public relations program
- D. Visitation of Coordination Employer or Training Sponsor
  - 1. Orientation to program
  - 2. Training responsibilities
  - 3. Training plans
  - 4. Instructional material
  - 5. Employment conditions
  - 6. Student progress
  - 7. Wage adjustments
  - 8. Evaluation
  - 9. Training materials
- E. Planning Activities of the Coordinator in a Cooperative Work Experience Program: (Individual Service area)
  - 1. Coordinator's teaching schedule
  - 2. Professional activities, fall conference and other activities attended by coordinators.

3. Curriculum planning
- F. Providing for Effective Related Instruction in School Settings
  1. The content of related instruction
  2. The learning needs of cooperative student learners
  3. The learning theory of cooperative education
- G. The Importance of Advisory Committees
  1. Advisory committee defined
    - a. Membership
    - b. Meetings
    - c. Agenda
- H. Community Surveys - Follow-up of Graduates
  1. Personal contact with employers
  2. Information desired
  3. Techniques used for follow-up studies

#### VII. Course Requirements and Special Projects:

- A. Complete Final Exam
- B. Write a paper on how a teacher-coordinator can contribute to the student-learners' understanding of the dignity of work.
- C. Analyze learning outcomes that could be expected from prospective local training stations.
- D. Prepare a marketing brochure for one service area.
- E. Select a project and develop one of the following
  1. A survey of local employment opportunities for co-op work experience.
  2. A survey of employers' needs in business and industry that could be met through a co-op work experience program.
  3. A survey that might be used to gather information in a community to determine needs for a particular adult course or program.
  4. Prepare the instrument to be used for a yearly follow-up of graduates.
  5. Prepare a presentation using PowerPoint or technology based media on an aspect of Cooperative Education Learning such as
    - a. "How to provide a good public relations program!"
  6. Research 3-5 career related internet sites and write a brief report on how the site would be valuable for you.

#### VIII. Research Base and Standards:

This course follows the guidelines as set forth by the North Dakota State Board for Career and Technical Education and applicable state and federal statutes. It also helps fulfill the Career and Technical Education Standard 17000.1 and 17000.2 and the North Dakota Business Teacher Standards 03020.1, 03020.4 and 03020.5. The North Dakota State Department of Career and Technical Education standards and requirements may be viewed at [www.nd.gov/cte](http://www.nd.gov/cte).

#### IX. Textbook(s) and Selected References:

Coordinating Cooperative Education Learning, Annual Student Guide, David Melgaard

Cooperative Occupational Education Including Internships, Apprenticeships, and Tech-Prep, Ralph E. Mason and Stewart W. Hustad, Interstate Publishers, Inc. Fifth Edition, 1997.

Cooperative Occupational Education and Work Experience in the Curriculum, Ralph Mason, Lorraine Furtado, and Stewart Hustad, Fourth Edition, 1989.

Techniques, Association for Career and Technical Education

#### X. ACADEMIC INTEGRITY:

Academic dishonesty is a violation of recognized values at Valley City State University. Copying from another student's test stealing examinations, gaining unauthorized access to examinations, using notes during an exam, or the facilitation of another person's dishonest action will result in imposition of sanctions. All instances of academic dishonesty will be reported to the Chief Academic Officer. The instructor has the right to assign "zero" points to a particular test or give a course grade of "F" when there is evidence of academic dishonesty.