

Partners in Education, Green Bay Area Chamber of Commerce
in collaboration with UW-Green Bay

Summer 2010 – Course Syllabus

Educators in the Workplace

ENROLLMENT OPTIONS:

THREE (3) Undergraduate Credits

Course # EDUC 495-6, 716 (0713CU)

*Tuition: \$670.47

THREE (3) GRADUATE Credits

Course # EDUC 695-6, 716 (0713C)

*Tuition: \$1,117.65

*This amount is for persons who qualify as a Wisconsin resident for tuition purposes, and does not include student activity/segregated fees that are charged for on-campus courses. Segregated fees are waived unless you are enrolled on-campus during the same semester/session.

****Tuition for the Educators in the Workplace credit will be paid by Partners in Education for those approved by them. Please refer to the Partners in Education terms of agreement regarding terms for tuition payment and successful completion of the course.**

Prerequisites: All participants must be pre-approved by Partners in Education -- Apply by May 7, 2010 to Partners in Education! Those enrolling for undergraduate credit must have graduated from a recognized high school; those enrolling for graduate credit must have earned a bachelor's degree.

Instructor: Melinda Pollen, Outagamie County 4H Youth Development Educator
University of Wisconsin-Extension
Work Phone (920) 832-5123; Email: PollenMJ@co.outagamie.wi.us

Location: Class sessions will be held at Northeast Wisconsin Technical College in Green Bay; work experience activities will be held at individually arranged sites.

Schedule:

- Opening session is Tuesday, June 15, 2010 (8:00 a.m.– 3:00 p.m.) at NWTC;
- Work experience in a local business or industry during Summer 2010 – dates to be coordinated with business site. A 60-hour work experience is required for credit students.
- Closing session is Tuesday, August 24, 2010 (8:00 a.m. – 3:00 p.m.) at NWTC;
- A follow-up share session is required – date/time is TBD.

Final Course Grades will be awarded in September 2010

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Course Emphasis:

This course is designed for educators at the secondary or post-secondary school level. It is intended to build on a knowledge base around School to Career as one tool for educational reform and to cause educators to re-think current teaching pedagogy to help all students succeed as life-long learners. The course includes seminars, work experience within a business/industry, and a follow-up share session at the Partners in Education Educator Showcase.

Required Reading for All Participants:

Gray, K. (2000). *Getting real – Helping teens find their future*. Thousand Oaks California: Corwin Press, Inc.

In addition, **graduate students will also be asked to read selected journal articles.**

Other References:

21st Century Workforce Commission. (June, 2000). *A nation of opportunity - Building America's 21st century workforce*.

Britton, E., Huntley, M.A., Jacobs, G., and Weinberg, A. S. (1999). *Connecting mathematics and science to workplace contexts*. Thousand Oaks, CA: Corwin Press, Inc.

Foster, C. (1999). *Teenagers – Preparing for the real world*. United States: Chad Foster.

Gray, K.C. & Herr, E. L. (1998). *Workforce Education*. Needham Heights, MA: Allyn & Bacon.

Course Objectives: Participants will:

1. Know skills that help prepare young people in career planning for the work environment.
2. Know state and local labor market and employment trends.
3. Develop networks with area business for further curriculum enrichment.
4. Know state and local resources for career planning and life-long learning.
5. Identify knowledge, skills, and processes used in business and industry.
6. Be able to write a unit plan that aligns with their curriculum based on business/industry knowledge, skills and processes.

Course Requirements:

1. Actively participate in all course activities.
2. Complete all assigned readings and reviews.
3. Complete work experience.
4. Maintain a journal during the work experience.
5. Complete assigned lessons or unit plan, interviews, and “All Aspects of Industry” project (Specific requirements based on level of credit).
6. Share experience with other educators.

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Assessment and Evaluation:

Three (3) Undergraduate Credits:

(1) **Complete a 60 hour work experience.** Get to know the company that you are working for. Step one of this process will be to (1) Complete an *All Aspects of the Industry* wheel and documents. This will help you understand the big picture of this organization and others in the industry. (2) A daily journal will have questions to help you connect your experience to your curriculum. (3) Complete two interviews in assigned format. **(50%)** (4) Submit a unit plan (at least 3-4 lessons) that aligns with State and National Standards for your specific content area, including objectives, activities, and methods of assessment. **(50%)**. Share this experience at Educator's Showcase.

Three (3) GRADUATE Credits:

(1) **Complete a 60 hour work experience.** Get to know the company that you are working for. Step one of this process will be to (1) Complete an *All Aspects of the Industry* wheel and documents. This will help you understand the big picture of this organization and others in the industry. (2) A daily journal will have questions to help you connect your readings, research, and your experience to your curriculum. (3) Complete four interviews in assigned format. **(50%)** (4) Submit a unit plan (at least 5 lessons) that aligns with State and National Standards for your specific content area, including objectives, activities, and methods of assessment. **(50%)**. Share this experience at Educator's Showcase.

Wisconsin Standards for Teacher Development and Licensure:

7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

April 5, 2010 -- CL