

Cover Page

Nebraska Department of Education Rule 24 Report

**COOPERATIVE ED DIVERSIFIED  
OCCUPATIONS**

(Content Area)

**Educator Preparation Content Program Review**

Name of institution **University of Nebraska at Kearney**  
Date Submitted **8/22/2016**  
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Folio type:  Regular  Mini  Advanced Program

Program(s) Covered by this Folio

Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
Cooperative Ed Diversified Occupations	Supplemental	9-12	Baccalaureate

Is the endorsement offered at more than one site?  Yes  No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status:  National  State

Is this a Nationally Accredited Program?  Yes  No

If Yes, list Accrediting Organization: **NCATE/CAEP**

Attach National Letter to Cover Sheet

## Introduction/Welcome

### Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,



Sheryl R. Crow, Ph.D.  
Associate Dean and Accreditation Officer  
University of Nebraska  
College of Education

### Directions for Navigating

- ✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Cooperative Ed Diversified Occupations Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: <https://get.adobe.com/reader/>. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.
- ✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please [use this link to access current and previous undergraduate and graduate course catalogs](#).

### Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

## Section 1: Contextual Information Narrative

### 1a. Contextual Information

[Please use this link to view, \*Institution and Educator Preparation Program Contextual Information\*, from Section 1 of the UNK Rule 20 Folio.](#)

### 1b. Admission, Retention, Transition, and Completion of Endorsement Program

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

[Please use this link to view Table 004.06-2 entitled, \*Requirements for Program Admission and Progression\*, from the UNK Rule 20 Folio.](#)

*Completion of UNK Educator Preparation Program*

Please refer to **Folio Appendix A** – *Student Advising Sheet for the Cooperative Ed Diversified Occupations 9-12 Supplemental Endorsement Program at University of Nebraska at Kearney* for a sample progression of courses for teacher candidates pursuing this endorsement.

### 1c. Endorsement Program Field Experiences

The table below indicates the field experiences within the Cooperative Ed Diversified Occupations 9-12 Supplemental Endorsement Program and explains the nature of each field experience along with associated credit hours and hours of field experience.

<b>Course Name</b>	<b>Description</b>	<b>Credits</b>	<b>Type of Field Experience*</b>	<b>Total Number of Hours</b>
NA	Work Experience Verification	NA	Experience During Employment	1000

[Please use this link to view Table 005.03 entitled, \*Field Experiences for Initial Certification\*, from the UNK Rule 20 Folio.](#)

[Please use this link to view Table 006.02 entitled, \*Field Experiences for Advanced Certification\*, from the UNK Rule 20 Folio.](#)

**1d. Endorsement Program Completers Data**

Provide information regarding the number and level of program completers for the data years included in the folio.

Program Completers and Level – Content Area: Cooperative Ed Diversified Occupations 9-12 Supplemental Endorsement										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	13	to	20	14	0	0	0	0	0	0
20	14	to	20	15	0	0	0	0	0	0

## Section 2: Endorsement Program Key Assessments and Related Data

**Artifact 1: Table of Endorsement Program Key Assessments**

Name of Assessment		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Related Classroom Instruction (Lesson Plan)	Class Project	Each class member will develop a lesson plan for the related class. This lesson plan will cover some aspect of careers	BSED 431/831
2	Assessment Assignment	Class Project	Throughout the semester, students interview stakeholders in coop education: school administrators, teachers, and business persons. After all three interviews are complete, students will compile a paper objectively analyzing how principles of career education should be part of the program and address the needs of all three stakeholder groups.	VOED 432/832
3	DO Endorsement Survey	Course Survey	Self-Assessment survey of skills related to diversified occupations.	Toward end of program

Please refer to [Appendix B – Endorsement Program Key Assessments and Scoring Rubrics](#) to view specific information about the assessments described in the table above.

**Artifact 2. Data Related to Program Endorsement Key Assessments by Level**

Artifact 2 is not required for mini-folios.

### **Artifact 3: Interpretation and Summary of Assessment Data**

While available to undergraduate students, this supplemental endorsement has not had any undergraduate students complete it in a number of years. Students completing this supplemental endorsement when it is not part of their original program, generally, come back as graduate students and complete the two required courses and the 1,000-hour work experience verification paperwork. They already have a teaching certificate in a variety of areas, from agriculture to business. One person even had an English teaching certificate.

No assessment data has been collected from these graduate students. The supplemental endorsement is part of the Business, Marketing, & Information Technology (BMIT) endorsement, and data for those students is reported with the BMIT endorsement information. Every student who has enrolled at UNK to complete the DO supplemental endorsement has provided proof of work experience from this/her employers. The employers state the number of hours that the individual has worked. Sometimes the letters, addressed to Janet Lear, UNK Business Teacher Educator, include information about the work experience; however, this information is not required. The paperwork is stored in the Business Teacher Educator's office (West Center, 252W), and a form is submitted to the Educator Certification Office, Jennifer Jansky, in the College of Education.

### **Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program**

The Cooperative Education Diversified Occupational Supplemental Endorsement (DO endorsement) is an additional endorsement that teachers from a variety of teaching subject endorsements including Basic Business may choose to add to their portfolio. This endorsement allows teachers to supervise students who are part of a cooperative work experience program sponsored by their school.

The teacher offers a class at school, recruits businesses to be part of the program, and matches students with potential paid work experiences. After the student begins working, the teacher visits the student in the workplace monitoring the experience and working with both the student and the business to enhance the student's experience in a positive manner.

The supplemental endorsement requires a regular teaching certificate, two courses from a 4-year post-secondary institution, and 1,000 hours of workplace experience that does not include teaching experience. One of the classes required at UNK is BSED 431/831P, Coordinating Techniques, that goes through all the various topics required for a coop work experience program including recruiting students and businesses, offering a supporting class at the secondary institution that includes workplace topics such as job application materials and skills needed for employment and information for recruiting acceptable businesses, and visiting the student at his/her place of employment. The second class required by UNK is VOED 432/832P, Foundations and Contemporary Issues in Vocational Education. This class explores the principles of career education/workplace experience and includes both the workplace principles and information on such topics and workplace skills needed for successful employment.

The supplemental endorsement went through a change a number of years ago. At that time a third course, VOED 434, Vocational Education for Students with Special Needs, was dropped from the program. After much discussion, the 1,000 hours of work experience was retained. Students seeking the endorsement who have not completed 1,000 hours of work experience may elect to complete an internship. Every student who has enrolled at UNK to complete the DO supplemental endorsement has provided proof of work experience from this/her employers.

Because the number of students completing this endorsement is low with no data collected, student generally take the class as an independent study class offered irregularly in response to demand. Students are asked to comment on the information provided, and materials and information in the class are modified as need to address the informal comments. Dr. Lear also visits with employers in the area about skills needed for today's workplace and provides the feedback to students on a regular basis.

APPENDIX A - Student Advising Sheet for the **Cooperative Ed Diversified Occupations**  
Endorsement Program at University of Nebraska at Kearney.

**DIVERSIFIED OCCUPATIONS SUPPLEMENTAL ENDORSEMENT**

	<b>Course Number/Name</b>	<b>Credit Hours</b>	<b>Sem. Offered</b>	<b>Prerequisite/ Corequisite</b>
	BSED 431 or 831P, Coordinating Techniques	3	Fall every other year	None
	VOED 432 or 832P or BSED 499 or VOED 899, Foundations in Vocational Education	3	Independent study as needed	None
	(499/899 classes are independent study.)			
	1,000 hours of work experience verified			

**TOTAL: 6 credit hours will meet the minimum requirement for a supplement endorsement. In Addition, 1,000 hours of work experience must be verified with the business teacher educator at UNK.**

Revised 9/2015

**APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics**

## **ASSIGNMENTS FOR BSED 431/831P**

Students are provided with the Work-based Learning Manual and complete a series of questions for selected units. In addition, they complete a number of assignments including the two listed below. Graduate students are required to write a 5 to 7-page paper on some aspect of Work-based learning. Topics are submitted and approved by the instructor.

### **Related Classroom Instruction (Lesson Plan)**

Each class member will develop a lesson plan for the related class. This lesson plan will cover some aspect of careers. Following is a list of suggested topics—this list is not all-inclusive:

- Finding and Applying for a Job
- Resumes and Cover Letters
- Application Forms
- Job Interviews
- Body Language and Making a Good First Impression
- Dress and Behavior in the Work Place
- Workplace Ethics
- Health and Safety in the Work Place

Develop a detailed lesson plan using the lesson plan form that can be accessed in the lesson plan file. Just save the file and plug in your information.

In addition to the lesson plan form, include copies of lecture notes, handouts, activities, etc.

Each lesson plan and accompanying materials should be posted as an attachment on the Discussion Board so that other class members can access and print each file. A forum will be created for these postings.

### **Marketing Your Program**

Work with your group to develop ways to market your career education program to students in grades 7-12. Design one poster or brochure from your list of information that you will share with other educators. Post your ideas to the DB and attach one idea you developed.

# ASSESSMENT ASSIGNMENT FOR VOED 432/832P

Throughout the semester, students interview stakeholders in coop education: school administrators, teachers, and business persons. After all three interviews are complete, students will compile a paper objectively analyzing how principles of career education should be part of the program and address the needs of all three stakeholder groups.

Additionally, all graduate students complete a 5-page paper on an aspect of career education that interests them. Topics are approved by the instructor.

## School Administrator Interview Required Questions

**Each class member should interview a different school administrator.**

Following are **required** questions to ask the school administrator being interviewed. Feel free to develop and ask additional questions.

1. Define cooperative education.
2. Does your school offer a cooperative education program? If so, what programs are included? If not, what is the likelihood that a COOP program will be offered in the future?
3. What do you think are the major objectives of cooperative education? What should they be?
4. What do you see as benefits of cooperative education to students?
5. What do you see as benefits of cooperative education to businesses?
6. What do you see as benefits of cooperative education to the school?
7. How do you see cooperative education serving the needs of special population groups?
8. Do you feel that cooperative education belongs in secondary school, post-secondary schools, or both?
9. What do you feel are some of the major issues facing teacher-coordinators?
10. Would there be value in college-bound students enrolling in career education classes and the cooperative education program? Have the interviewee explain his/her answer.
11. Are those students graduating from school who have been enrolled in cooperative education better prepared for employment than those who have not been enrolled in cooperative education. If so, how?

### Paper Instructions:

1. Summarize the information you gather into a 2/3-page paper.
2. Use Times New Roman font with 1" margins.
3. Start your paper with an introductory paragraph including information on the administrator interviewed. Although the name of the administrator does not have to be revealed in your paper, please identify the type of school district and the title of the person you interviewed.
4. Single space paragraphs with a double space in between.
5. Follow the format given below—numbering each question, restating the question, and giving findings.

## **Businessperson Interview Questions**

**Each class member should interview a different businessperson.**

Following are **required** questions to ask the businessperson being interviewed. Feel free to develop and ask additional questions, if you wish.

1. Define cooperative education.
2. Has your business ever employed a cooperative education student-learner?  
(Number and types of jobs)
3. Has your business worked with a special education student in a cooperative education program? If not, would you consider working with one.
4. If your business has never employed a cooperative education student-learner, would you consider doing so in the future? If not, please give reason.
5. Do you know of other businesses that have employed a cooperative education student-learner?
6. As an employer, what do you see as benefits of becoming involved in a cooperative education program?
7. What do you see as benefits of cooperative education to students?
8. What do you see as benefits of cooperative education to the school?
9. What do you see as the benefits of cooperative education to the community as a whole?
10. What are some of the major issues facing businesses as they work with COOP student-learners?
11. What do you feel are some of the major issues facing the teacher-coordinators?
12. Do you feel that high school students have adequate skills, knowledge, and personal qualities to be employed during their junior or senior years? If not, explain.
13. What can a school and teacher-coordinator do to promote a cooperative education program and gain employer support and participation?

### **Paper Instructions:**

1. Summarize the information you gather into a 2-3 page paper.
2. Use Times New Roman font with 1" margins.
3. Start your paper with an introductory paragraph including information on the business interviewed. Although the name of the businessperson or business does not have to be revealed in your paper, please identify the type of business and the title of the person you interviewed.

4. Single space paragraphs with a double space in between.
5. Follow the format given below—numbering each question, restating the question, and giving findings.

### **Experienced Cooperative Education Teacher-Coordinator Interview**

**Each class member should interview a different teacher-coordinator.**

Develop a minimum of **ten** pertinent questions to ask an experienced teacher-coordinator and conduct an interview with him/her. These questions should not totally duplicate those asked in the School Administrator and Business Person interviews.

Although the name of the teacher-coordinator does not have to be revealed in your paper, please identify the following in an introductory paragraph:

- (1) Discipline Area (Agriculture, Business Education, Diversified Occupations, Family and Consumer Science, Health Sciences, Industrial Technology, Information Technology, Trades and Industry.)
- (2) Size or class of school.
- (3) Population of city/town where the school is located.
- (3) Number of years' experience as teacher-coordinator.

Summarize the information you gather into a 1-2 page paper. Single space paragraphs with a double space in between. Use Times New Roman font with 1" margins. Follow the format given below—numbering each question, typing the question, and giving findings.

## DO Endorsement Survey

Q1 Indicate your career endorsement area:

Q2 Indicate your level of understanding as it relates to vocation education procedures to prepare and coordinate a cooperative education program.

- Excellent (1)
- Very Good (2)
- Good (3)
- Fair (4)
- Poor (5)

Q3 Indicate your level of understanding as it relates to the understand of the philosophy of career education.

- Excellent (1)
- Very Good (2)
- Good (3)
- Fair (4)
- Poor (5)

Q4 Q4 Indicate your level of understanding of the functions of career youth organizations such as FBLA, FCCLA, or DECA.

- Excellent (1)
- Very Good (2)
- Good (3)
- Fair (4)
- Poor (5)

Q5 Indicate your level of understanding of federal and state legislation as it relates to vocational/career education.

- Excellent (1)
- Very Good (2)
- Good (3)
- Fair (4)
- Poor (5)

Q6 Please indicate any areas for improvements to your knowledge base that might help us to prepare future Work-based Learning teachers?