

RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: Guidance	COURSE NAME: Cooperative Education 2015 - 2016
	GRADE/LEVEL: 11 - 12
PREREQUISITE: None	CREDIT VALUE: 2 Credits 4 Credits

Cost of Textbook/equipment replacement: _____ **Additional Course Costs:** _____
(if lost or damaged)

Textbooks(s)/Resources:

- * Expanding Your Horizons. (Misener and Kearns)
- * ~~Cooperative Education & Other Forms of Experiential Learning—Policies and Procedures for Ontario Secondary School~~
- * www.wsib.on.ca Workplace Safety and Insurance Board
- * www.labourstart.org

COURSE DESCRIPTION:

Cooperative Education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or locally developed course.

Cooperative Education requires:

- a personalized placement learning plan
- the earning of credits
- mandatory pre-placement orientation
- monitoring by the cooperative education teacher
- reflective learning
- student assessment

Credit Value: 2 credits coop per 220 hours successfully completed hours plus in-school component.
4 credits coop per 440 hours successfully completed hours plus in-school component.

CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:

The cooperative education course consists of a classroom component and a placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work placement; provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in the related course; and provides opportunities for the student to integrate the learning acquired in school and at the placement.

THE CLASSROOM COMPONENT

1. **Preplacement Orientation**

Prior to their placements, all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations. The Pre-placement orientation must be scheduled for a minimum of 15 to 20 hours.

Pre-placement orientation will involve review and application of the knowledge and skills that students have acquired through the achievement of the expectations listed below.

a. **Student Preparation for the Workplace.**

Students will have:

- created effective résumés, cover letters, and thank-you letters for the work search process, using word-processing software and appropriate vocabulary and conventions;
- completed job applications effectively and without spelling or grammatical errors;
- demonstrated the ability to communicate their interest in a work opportunity effectively (e.g., by telephone, in person, or through the mail or e-mail and the Internet);
- identified common interview questions and demonstrated the ability to respond appropriately and effectively.
- the school and placement expectations that they are to achieve in the cooperative education course
- placement-specific workplace health and safety considerations
- issues relating to confidentiality and the right to privacy(Freedom of Information and Protection of Privacy Act)
- work ethics and the responsible use of information technology
- the individual's right to function in a climate free from abuse and harassment
- relevant sections of the Employment Standards Act and the Human Rights Act
- the history and role of labour unions
- appropriate methods of dealing with and reporting concerns or problems at the placement
- * understanding unions and collective bargaining.

b. **Health and Safety**

Students will have:

- an understanding of workplace health and safety rules
- the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- an understanding of the Occupational Health and Safety Act
- the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training program
- an understanding of the coverage provided by the Workplace Safety and Insurance Act
- the procedures for reporting accidents
- the procedures for reporting unsafe practices

2. **Integration**

The integration portion of the classroom component of a cooperative education course involves sessions with students that are held at various times throughout the course and following the placement. The integration sessions for 2 Credit coop is 15 hours and for 4 Credit Coop is 30 hours. The integration is designed to provide students opportunities to:

- relate placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education, using a variety of strategies, activities, and tools;
- reflect on and analyse their placement experiences;
- reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement.

Students are expected to achieve the expectations described below during their integration sessions. By the end of the cooperative education course, they will:

- demonstrate the ability to access related career information;
- demonstrate an understanding of labour market trends and of the nature of the workplace in the future;
- demonstrate an understanding of the changing role of men and women at work;
- demonstrate an understanding of issues relating to human rights, discrimination, harassment, and disability;
- demonstrate the ability to produce an effective exit résumé.

THE PLACEMENT COMPONENT

1. Placement Assessment Criteria

The cooperative education teacher must conduct an assessment of each placement, taking into consideration the following:

- the employer's and supervisor's positive attitude and commitment to the provision of experiential learning opportunities
- the opportunity for each student to work in a one-on-one relationship with a supervisor
- the range and scope of the learning opportunities and experiences available
- the technology, equipment, and facilities provided at the placement
- the health and safety conditions of the workplace
- the business's employment policies
- the provision of an environment that is free from discrimination, violence, and expressions of hate
- the ability to provide any necessary accommodations for students with special needs

The 2 Credit Coop students will be at their coop placements for a minimum of 186-191 hours

The 4 Credit Coop students will be at their coop placements for a minimum of 392-397 hours

In total, the final hours for a 2 Credit Coop should be 220 hours and a 4 Credit Coop should be 440 hours.

2. Personalized Placement Learning Plans

The personalized placement learning plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. The learning plan must be developed within the first three weeks of the placement. The personalized placement learning plan must include the following:

- the name of the related course or courses on which the cooperative education course is based, and of the curriculum policy document in which each course is included
 - the course code of the related course, which will also be used for the cooperative education course (for the purpose of assigning credit appropriately)
 - the grade level and type of course
 - the credit value of the cooperative education course
 - the curriculum expectations of the related course that describe the knowledge and skills the student will extend and refine through application and practice at the workplace
 - the expectations of the employer and those expectations included in the classroom component of the course (e.g., expectations relating to placement specific health and safety training) that the student will achieve at the placement
 - the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to apply and refine the required knowledge and skills and to develop an understanding of current industry practices and standards
 - the criteria and strategies to be used in assessing and evaluating the student's achievement of the knowledge and skills identified in the plan
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CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS: (continued).....page 4

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

Formative Evaluation:

*(70% of the final mark will be based on evaluations conducted throughout the course)
All four achievement categories/strands do not need to be evaluated in each evaluation task.*

Communication (%)	Knowledge/Understanding (%)	Thinking and Inquiry (%)	Application/Making Connections (%)
15%	15%	20%	20%
<ul style="list-style-type: none"> - Statement of Understanding - Student Permission Form - Student Information Sheet - Pre-placement activities - Biweekly Accumulation of placement hours. - Integration Assignments 	<ul style="list-style-type: none"> - Ethics - Interpersonal Relations - Health and Safety - Co-op Fair - Self –evaluation - Placement learning - Career development 	<ul style="list-style-type: none"> - Pre-placement units - Health and Safety tests - Assignments - Presentations - Placement integration - Journal - Career connections 	<ul style="list-style-type: none"> - Placement applications - Co-op presentations - Personalized Placement Learning Plan - Professional Portfolio - Supervisor Evaluations

Summative Evaluation:

(30% of the final mark will be based on a final evaluation in the form of culminating activities).

- Components of Summative Evaluation:**
1. Professional Portfolio 20 (%)
(Also included Exit Resume and a Thank You Letter to the Supervisor)
 2. Final Supervisor Evaluation 10 (%)

**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following five categories: Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative. The learning skills are evaluated using a four-point scale: (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.