COOPERATIVE EDUCATION

Course Outline
COURSE DESCRIPTION

Students’ education must be appropriate to their strengths, interests, and needs, and must prepare them for the future. Co-operative education programs help students to acquire knowledge and skills and to apply this learning in practical situations. The cooperative education course takes the expectations of the related course and expands and extends them through the workplace setting. This helps the students to see the relationship between the curriculum and the world beyond school. This practical experience will assist them in making successful transitions to post-secondary education, apprenticeship programs, or directly to the workplace.

OVERALL EXPECTATIONS FOR THE CO-OPERATIVE EDUCATION COURSE

By the end of the course, students will:

- complete an independent study project that demonstrates an understanding of the relationship between his/her placement experience and the curriculum expectations of the related course
- reflect and re-focus their future directions as identified on their Annual Education Plan
- have the essential tools to make a successful transition between post secondary institutions, apprenticeship or the workplace

A. OVERALL EXPECTATIONS FOR THE CLASSROOM COMPONENT

Prior to placement, all students will have demonstrated an understanding of pre-placement orientation expectations as identified in the Grade 10 Career Studies Course (The Ontario Curriculum, Grades 9-10: Guidance and Career Education, 1999) by having:

- an understanding of safety in the workplace and employees’ and employers’ rights and responsibilities
- created resumes, cover letters, and thank-you letters for the work search process
- completed job applications
- demonstrated the ability to communicate their interest in a work opportunity
- identified common interview questions and the ability to respond appropriately
In addition to the knowledge and skills acquired in the Career Studies course, students in \textbf{pre-placement orientation} will be expected to demonstrate self-assessment skills, job-readiness skills, and an understanding of the following:

- the school and placement expectations that they are to achieve in the cooperative education course as identified on the Personalized Placement Learning Plan (PPLP)
- placement-specific workplace health and safety considerations
- issues related to confidentiality and right to privacy
- work ethics and the responsible use of information technology
- the individuals right to function in a climate free from abuse and harassment
- relevant sections of the Employment Standards Act and Human Rights Act
- history and role of labour unions
- appropriate methods of dealing with and reporting concerns or problems at the workplace

\textit{By the end of the integration sessions}, all students will demonstrate an understanding of:

- the relationship between the curriculum expectations of the related course to the expectations of the cooperative education course
- job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement
- the ability to access related career information
- labour market trends and the nature of the future workplace
- the changing role of men and women at work
- issues relating to human rights, discrimination, harassment, and disability
- the ability to produce an effective exit resume
- an independent study project and its relationship between the placement experience and the curriculum expectations of the related course

\textbf{SKILLS AND PROCESSES}

By the end of the course, students will be able to:

- communicate effectively by telephone, in person, through mail or email and the Internet
- apply these skills in structured interviews with prospective employers
- reflect and analyze their placement experiences
- demonstrate reflective learning techniques (i.e. logs, reflective reports)
B. OVERALL EXPECTATIONS FOR THE PLACEMENT COMPONENT

The Personalized Placement Learning Plan (PPLP) outlines the course of study for the placement component of the cooperative education course.

By the end of the course, students will:

- apply and further develop the specific curriculum expectations from the related course(s) at the placement
- apply and further develop the specific employer expectations at the placement
- apply and further develop the expectations of the classroom component of the course that apply to the placement
- relate their demonstrations of learning to the expectations of the placement/employer

SKILLS AND PROCESSES

By the end of the course, students will:

- reflect on their career exploration opportunities
- reflect on their personal growth at the placement

COURSE OUTLINE

Classroom Component

Pre-Placement: 15-20 hours of Instruction

Integration: 1 credit = 7 hours, 2 credit = 14 hours, 4 credit = 28 hours

Placement Component: 1 credit = minimum of 1.5 hours daily; 2 credit = minimum of 2.5 hours daily; 4 credit = minimum of 5 hours daily, five days a week

Students MUST complete the full semester outlined on the Work Education Agreement and the School Calendar, regardless of the placement hours completed.

COURSE SCHEDULE – see calendar handout for pre-placement, integration and placement component days

REPORTING STUDENT ACHIEVEMENT

The final grade for each course:
- 70% of the grade (Formative) will be based on assessment and evaluation conducted throughout the course. This term mark will be calculated as follows:

  20% Knowledge/Understanding
  20% Thinking/Inquiry
  25% Communication
  35% Application

Items comprising this evaluation will include: Resumes, Cover Letters, Weekly Logs, Employer Appraisals, Health and Safety Questionnaire, Integration Day Assignments, Employability Skills etc.

- 30% of the grade (Summative) will be based on several components including an Independent Study Assignment

**Learning Skills:** Learning Skills will be assessed both in the classroom by the teacher and at the placement by your supervisor.

**RESOURCES**
May include but not be limited to the following:
- Career Cruising
- Health and Safety Resources for Ontario Secondary School Teachers “Live Safe, Work Smart”
- Young Worker Awareness Program
- Passport to Safety
- Ontario Skills Passport and Essential Skills Database

**OTHER GUIDELINES**
Business and industry have high expectations for student performance. Therefore, the following are extremely important:
- regular attendance and punctuality
- appropriate dress (school – uniform, placement – workplace appropriate)
- positive attitude and work ethic
- honesty and integrity

Failure to complete evaluation activities may jeopardize the granting of a credit(s).

I (we) have read and understand the Course Outline for Cooperative Education: