

# Co-operative Education Course Outline

**Course Code:** Varies depending on placement

**Course Title/Department:** Co-operative Education

**Credit Value:** 2 and 4 credit

**Grade:** 11 and 12

**Prerequisites:** Interview to assess student's readiness for co-op and to determine their potential placement.

**School:** John Diefenbaker Secondary School

**Phone:** 519-364-3770

**Teacher:** Ms. Wepler, Mrs. Frook and Ms. Given

**School Policies:** <http://tinyurl.com/jdss-policy>

## **Ministry Curriculum Policy Document**

Cooperative Education and Other Forms of Experiential Learning

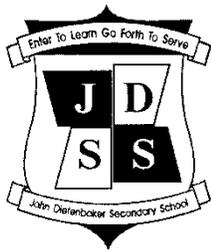
## **Course Description**

The Co-operative Education course consists of a classroom component and a placement component. Through these two components, the co-operative 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 required minimum hours for a 2 credit placement is 220 and 440 hours for a 4 credit placement.

## **Personalized Placement Learning Plans (PPLP)**

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. Cooperative education students must have personalized placement learning plans that identify the overall and specific curriculum expectations of the related course that describe the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement. When a student is earning cooperative education credits related to more than one course, the personalized placement learning plan must include the learning expectations that relate to *each* course.



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## Assessment/Evaluation

The primary purpose of assessment and evaluation is to improve student learning.

In cooperative education, the information that is gathered through placement assessment helps teachers determine students' strengths and weaknesses in their achievement of both the curriculum expectations and the placement expectations. This information will assist teachers in continuously adapting students' personalized placement learning plans in order to provide appropriate challenges for the student.

When evaluating a student's overall achievement, the teacher should take into consideration the expectations included in the student's personalized placement learning plan, the levels of achievement described in the appropriate curriculum policy document, the student's performance on classroom assignments, and the supervisor's performance appraisals.

**Seventy per cent (70%)** of the grade will be based on evaluation conducted throughout the course at the placement and during classroom learning (integration sessions).

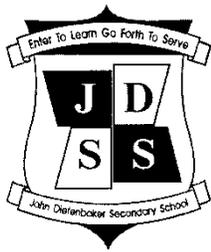
Assessment Strategies:

- Logs – weekly reflections
- Journals – reflection and analysis of placement experience
- Tests/quizzes
- Presentations
- Mock interview
- Self-assessments

**Thirty per cent (30%)** of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from a combination of the following: exit resume, performance task, and final employer evaluation.

## Overall Expectations

Each student is linked to a specific course that relates specifically to their placement. Each student will have different expectations at their placement based on this assigned course. These expectations are outlined in a student's PPLP.



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## *Cooperative Education Curriculum Expectations*

### *JOB READINESS (Pre-employment)*

- Create effective resumes, cover letters, and thank you letters for the work search process, using work processing software and appropriate vocabulary and conventions
- Identified common interview questions and demonstrated the ability to respond appropriately and effectively

### *HEALTH AND SAFETY (Pre-employment)*

- An understanding of workplace health and safety rules
- The appropriate use of safety equipment
- An understanding of the need for personal protective equipment
- An understanding of the Occupational Health and Safety Act
- The correct handling of materials and equipment as specified in the Workplace
- The procedures for reporting accidents
- The procedures for reporting unsafe practices

### *RIGHTS AND RESPONSIBILITIES (Pre-employment)*

- Placement specific workplace health and safety considerations
- Issues relating to confidentiality and the right to privacy
- Work ethics and the responsible use of Information Technology
- The individuals rights to function in a climate free from abuse and harassment
- Relevant sections of the Employment Standards Act and the Human Rights Act

### *WORKPLACE OPPORTUNITIES AND CHALLENGES (Integration)*

- Demonstrate the ability to access related career information
- Demonstrate an understanding of labour market trends and the nature of the workplace in the future

### *REFLECTIVE LEARNING (Integration)*

- Relate the placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education
- 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

