

DISTRICT SCHOOL BOARD OF NIAGARA
COOPERATIVE EDUCATION PROGRAM

Course Outline

| | |
|-------------------------------|---|
| COURSE TITLE: | Cooperative Education |
| COURSE CODE: | Listed as Related Course - e.g. SBI377 for one credit out of school credit, SBI3U8 for two out of school credits |
| CREDIT: | Minimum 110 hours per credit |
| MINISTRY PREREQUISITE: | Related Course from an Ontario policy document |
| POLICY DOCUMENTS: | The Ontario Curriculum, <i>Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000</i> |

Description:

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

Cooperative Education courses must be based on a related course from an Ontario Curriculum policy document in which the student is currently enrolled or which he or she has successfully completed. The Cooperative Education course and the related course together constitute a student's Cooperative Education program. The program is designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future. Placements should provide students with challenging opportunities to apply and extend the knowledge, practise and refine the skills acquired in the related course and to demonstrate the achievement of the placement expectations that reflect current workplace practice and standards.

Units and Time Frame:

Pre-Employment Orientation: A minimum of 15 - 20 hours during which students must demonstrate an understanding of the pre-placement orientation expectations as well as the related expectations in the compulsory Grade 10 Career Studies course.

1. Job Readiness (Resume, Cover Letter, Job Application Forms, Interview Skills)
2. Health and Safety (WHMIS, Passport to Safety, Personalized Placement Safety Plan) **Please note that the DSNB Cooperative Education Student Handbook must be completed, signed and on file in the secondary school before the student begins at the worksite for work experience and Cooperative Education placements.**
3. Rights and Responsibilities (Confidentiality, Harassment, Employment Standards, Human Rights, History and Role of Labour Unions)
4. Workplace Opportunities and Challenges (On-Line Career Assessment and Research)
5. Workplace Orientation (Completion of Personalized Placement Safety Plan and initial review of Personalized Placement Learning Plan, Specific Placement Responsibilities, Workplace Layout)

Integration: A minimum of 14 hours of integration interspersed throughout the semester. All of the techniques or tools used to help students relate their placement experience to both the curriculum expectations of the related course and the Cooperative Education expectations. Integration also provides opportunities for students to reflect on and analyse their Cooperative Education experience.

1. Reflection and Analysis of Student Placement Experiences
2. Accessing related Career Information
3. Understanding Labour Market Trends and the Nature of the Workplace in the Future
4. Understanding the Changing Role of Men and Women in the Workplace
5. Production of Effective Exit Resume
6. Continual Updating of Personalized Placement Learning Plan

Placement Component:

The Cooperative Education course, including both the classroom component and the placement component must be scheduled for at least the same number of hours as required for any *one* of its related courses (for a minimum of 110 hours per credit). To achieve two Cooperative Education credits, the student must earn a minimum of 220 hours comprised of Pre-Employment, Integration and Placement Experience.

Assessment and Evaluation:

According to Ministry policy the primary purpose of assessment and evaluation is to improve student learning. It will be based upon the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Assessment is the process of gathering information from a variety of sources such as assignments, demonstrations, projects and learning skills.

- Assessment *AS* Learning is **formative** assessment and occurs when students personally monitor what they are learning and use the feedback from the teacher or peers to make adjustments, adaptations, and even major changes to what they understand.
- Assessment *FOR* learning is **formative** assessment that provides information to teachers that can drive their instructional decisions (i.e., based on what my student(s) is able to do now - what do I need to do next to support them to move forward?) and forms the basis of the descriptive feedback for improvement that teachers provide to students.
- Assessment *OF* Learning is **summative** assessment designed to evaluate learning and to report to parents and students about how well the student has achieved the curriculum expectations.

Evaluation is the process of judging the value of the student's work on the basis of established criteria and assigning a value to represent that quality.

The assessment of Cooperative Education students in semestered schools must incorporate at least two written performance appraisals by the worksite supervisor using the **Work Skills Survey** and the **DSBN Student Assessment** form.

The Cooperative Education teacher must monitor a minimum of three times per 110 hours of a Cooperative Education course, with at least two of the three assessments made through direct personal contact.

Learning Skills:

The provincial report card separates the evaluation of curriculum expectations from learning skills.

A student's ability to work with others, attend class regularly, be punctual, keep up with assigned work and maintain an accurate and complete notebook is very important and impacts overall performance. The report card allows these skills to be recorded for public record. Therefore, teachers will continue to assess, evaluate and record information on these skills and assign a value to them for the report card.

On the report card the following Learning Skills will be assessed using the categories "**Needs Improvement**", "**Satisfactory**", "**Good**", or "**Excellent**":

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation