

Course Outline: Cooperative Education-Linked to a Related Course(s) and

Creating Opportunities through Cooperative Education (DCO 30)

Credit Value: 1.0-4.0

Prerequisite: None

Course Description: This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

OVERALL EXPECTATIONS	Assessment and Evaluation Strategies
A1. Health, Safety, and Well-Being: demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience	Pre-placement and continuing to adhere to all health and safety as well as participating in a positive contribution to the placement Employment Standards Act, Human Rights and Certificate Completion (WHIMIS and Ministry of Labour Training)
A2. Preparing and Planning for the Experience: demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience	Resumes, Interviewing and constant reflection during the course. Goal Setting and Problem Solving Confidentiality and Workplace Discrimination Assignments
B1. The Student's Cooperative Education Learning Plan: develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being and to relevant expectations from the related course or courses, to maximize success in the cooperative education experience	The Learning Plan (S.C.E.L.P.), Interviews and safe, daily participation in the Co-op Program. Implement, reflect and revise the S.C.E.L.P.
B2. Skills for the Future: demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being and to relevant expectations from the related course or courses, and explain how they might use what they have learned in other aspects of their lives, now and in the future	Reflection- Logs, Journals and Summative Assignments
Tie-In Course Expectations- Students must tie in a course or courses that they have previously taken or are taking this semester. They must use overall expectations that are in the curriculum and demonstrate these expectations at their placement. This will be evaluated in observation, logs, journals and participation	

Assessment & Evaluation:

Students cannot begin their workplace experience until they have completed all components of Unit A as outlined by the Ministry of Education.

Cooperative education teachers gather assessment information in both the classroom and community components of the course through a variety of means. Assessment strategies in the community component include observation; conversations between the student and teacher and between the student, teacher, and placement supervisor; and assessment of student activities and products. Teachers gather evidence of student learning during monitoring meetings by observing students as they perform tasks and/or present their work, and by posing questions to help students reflect on what they have learned. Teachers use the information they have gathered to determine students' progress in meeting their learning goals, based on the success criteria that have been developed as part of the Student's Cooperative Education Learning Plan

Term Work: 70%	Final Summative: 30%
1. Preparing for the Experience: Health & Safety, Well-Being and Initial Requirements (Pre-Placement=20%)	Summative Assignment (choose one of three options) Exit Interview/Reflection
2. Experiential Learning and Transfer of Skills and Knowledge (Placement: LOGS & Appraisals=30%)	
3. The Inquiry Process (Placement: Relections & Monitor Meetings=20%)	

Within each Curriculum Strand, the following Achievement Chart Categories will be used for individual evaluations: Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Learning Skills and Work Habits: The following Learning Skills and Work Habits are evaluated regularly using a scale of Excellent, Good, Satisfactory or Needs Improvement:

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

Growing Success: Students will be assessed through a combination of conversation, observation, and product. Success criteria, exemplars and ongoing descriptive feedback will be used to support student learning. Assessment will be varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. The final grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success, 2010*)

Teaching Strategies: A variety of teaching and learning strategies will be incorporated throughout the course.