

Stratford Secondary School
Cooperative Education Course Outline & Expectations

Cooperative education teachers use the information gathered through conversation, observation, and assessment of student products, along with comments, responses, and/or constructive criticism provided by the cooperative education placement supervisor, to inform their professional judgement in determining a grade.

OVERALL EXPECTATIONS

EXPECTATION

ACTIVITY/DEMONSTRATION/EVALUATION

<p>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. Knowledge, Inquiry, Communication and Application</p>	<p>Pre-placement and continuing to adhere to all health and safety as well as participating in a positive contribution to the placement.</p>
<p>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 Knowledge, Inquiry, Communication and Application</p>	<p>Resumes, Cover letters, Interviewing and constant reflection during the course.</p>
<p>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 Knowledge, Inquiry, Communication and Application</p>	<p>The Learning Plan (S.C.E.L.P.) Interviews and Daily participation in the Co-op Program.</p>
<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 Knowledge, Inquiry, Communication and Application</p>	<p>Reflection- Logs, Journals and Culminating</p>
<p>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/attendance. Knowledge, Inquiry, Communication and Application</p>	

Course Structure:

Student's final mark will be calculated based on the Ministry of Education's Achievement Chart for this course as follows:

Pre-Placement - 10%

Intergration Assignments (Reflective Assignments & In Class Days) - 15%

Weekly Log Sheets - 15%

Supervisor Performance Evaluations 1 & 2 - 30%

Culminating Assignment Part 1 - 20%

Culminating Assignment Part 2 - 10%

The cooperative education course, includes both the classroom component and the placement component. **For two credits, students are expected to complete a minimum 200 hours at the placement. Four credit students are expected to complete a minimum of 400 hours at the placement.**

“Students must remain at the placements until the date stipulated in their Work Education Agreement, even in cases where the required course hours have been completed before the end of the school term. The completion date of this agreement should coincide with the completion date of other school courses.” (Policies and Procedures for Ontario Secondary Schools, page 30)

