

CO-OPERATIVE EDUCATION 1100
COURSE DESCRIPTION

Department of Education

Division of Program Development

Authorized by the Minister

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ACKNOWLEDGEMENTS

The Department of Education gratefully acknowledges the work of the Co-operative Education Provincial Steering Committee in the research, planning and implementation phases of Co-operative Education programming for this province.

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INTRODUCTION

What is Co-operative Education?

Co-operative Education is an experiential method of learning that formally integrates academic study and classroom theory with practical experience at a work site in the community. The program is based on a partnership between school and the community, and involves the participation of students, teachers, employers and employees. Co-operative Education provides students with the opportunity to enhance their in-school learning while developing a greater awareness and understanding of the world of work. It also provides the time to explore a number of occupational areas and to develop skills, knowledge and attitudes needed to become productive and satisfied members of society.

A Co-operative Education Program consists of:

(a) **Co-operative Education 1100**

This is a prerequisite course with two major components -- Pre-employment Module and Integration Sessions.

(b) **Co-operative Education 1120, 2220, 3220**

These courses are to be locally developed as per Department of Education guidelines and will be based on community availability of work sites as well as students' needs and interests. (See appendix A)

STATEMENT OF PURPOSE

Co-operative Education

Co-operative Education, is a broad term used to cover all programs in which students still enrolled in high school are given the opportunity to experience the realities of the work world. Co-operative Education Programs at the secondary level have been established throughout Canada over the past twenty (20) years. As education is a provincial jurisdiction, each province must set down its own guidelines, goals and objectives for such programs.

In today's society, it is becoming more important for individuals to learn the process of career planning and how to make appropriate decisions to prepare for employment and/or post-secondary education. The transition of young people from school into productive and stable employment needs the partnership and support of education, business, industry, labour and the community. Students through a high school Co-operative Education Program, may explore various career opportunities. This experiential form of learning assists students, in making important decisions about a future career. Co-operative Education is an exciting, innovative and positive approach to learning that relates the in-school and out-of-school components of a student's program. This community-school partnership permits students to regularly attend school and still spend time training on-the-job. Both in-school and community-based learning experiences must be well-planned and developed in conjunction with the teacher monitor, the employer, student, and labour representative. Various models operate across the Province; in-school sessions and work placements will vary. Schools must choose the model that works best for their particular situation. However, the model must fit into the guidelines and principles stated by the Department of Education.

In order for the partnership between education and community organizations to be effective, advisory committees must be established to assist educators in the development, implementation, and evaluation of Co-operative Education Programs. Schools, with the assistance of Advisory Committees, must secure for young people the educational training and personal development opportunities they need to more fully realize their potential as members of our community and society. Effective local leadership must be encouraged and supported by all citizens. This commitment is an investment that gives enormous benefits for all involved - employer, school, community and especially our youth.

There are two basic types of Co-operative Education programs from which a student may obtain credit.

1. Career Exploratory Co-operative Education

A **Career Exploratory** Co-operative Education Program is designed to enable students, by working alongside experienced employees in a specific work environment, to explore occupations which are of interest to them. For example, a student who thinks he/she may be interested in retail sales, automotive technology, or veterinary science would be placed at an appropriate job site to investigate the occupation in greater detail, to obtain "hands on" experience and to gain insights into this field of study.

Choosing a career direction is among the most important decisions a young person ever has to make. The satisfaction that a person receives from his/her work has a tremendous impact on his/her overall quality of life. It is imperative that every consideration be taken into account when deciding upon one's career path. A Career Exploratory Co-op is an educationally relevant approach to helping students make the most appropriate decisions relating to their future education and career plans.

2. Subject Based Co-operative Education

A **Subject Based** Co-operative Education Program is designed to enable students to further enhance their in-school learning in a specific subject through practical application in real life situations. Students may or may not have a career interest in mind but must see educational value in the opportunity to explore a particular area of interest and to gain further knowledge, experience and training in a variety of skills that apply to the content learned in a specific school subject.

A Co-operative Education component may be developed for any subject in the high school curriculum. This component may be linked to a course in which a participating student is currently enrolled for credit or has completed the credit for that course in the previous year. The following are some examples of subject based co-op programs: Science Co-op, Business Co-op, Art Co-op, Family Studies Co-op, French Co-op, Geography Co-op, Music Co-op, Physical Education Co-op, English Co-op, Computer Studies Co-op, Law Co-op, etc.

CURRICULUM MODEL AND STATEMENT OF PRINCIPLES

The curriculum model was designed to permit students to obtain four cooperative education credits towards a senior high certificate. Schools have the flexibility of offering a two, three, or four credit (career exploratory or subject based) cooperative education program, subject to the following principles:

Principles

1. Provide for flexibility in programming. Co-operative Education must be possible for the small, large, urban and rural high schools.
2. Students should not lose instructional time from regular academic courses by opting into the cooperative education program.
3. Allow for in-school and out-of-school credits. Credits received for both components should be equivalent to the number of credits the student would normally receive for regular academic courses. (This is not to be confused with the number of hours spent at the job site. The training plan will dictate the time a student is required to be at a work placement.)
4. Conflict with Public Examination system must be avoided.

Model

COURSE OBJECTIVES

This course is an introduction to Co-operative Education for students following either a subject based or career exploratory program. This course is designed to facilitate the students' adjustment to an unfamiliar learning environment. For some students, their Co-operative Education program will be providing them with their first "hands-on" exposure to the realities of the work world. It is imperative that these students be as prepared as possible in order to smooth their transition into their training site and that the challenges resulting from this new learning environment are met with confidence.

Course Objectives

1. Through self-evaluation checklist and other activities be able to identify personal values, possible limitations, areas of interest and aptitudes.
2. To recognize individual beliefs regarding employment and to discover reasons for working.
3. To become aware of the needs met by working and the factors contributing to worker satisfaction.
4. To understand and effectively use the decision making process.
5. To be able to complete an application form to an acceptable business standard.
6. To examine various resume formats and produce a copy of one's own resume.
7. To understand the job interview process and demonstrate the skills necessary to conduct a good interview.
8. To become familiar with the routines, the job and co-workers at the work site.
9. To identify employer expectations of the employee.
10. To become familiar with the responsibilities of the student, employer and teacher/monitor as they relate to the Co-op program.
11. To be aware of the importance of ethical behaviour and adherence to confidentiality in the work place.
12. To develop an understanding of the need for safety, as well as the responsibilities and the rights of employer/supervisor and employee with regards to a safe working environment.
13. To become familiar with the standard safety practices necessary in the work place.
14. To apply knowledge of safety practices to as actual work situation.

15. To become aware of how unions are formed and how they operate.
16. To become more aware of the role of a local trade union.
17. To become familiar with the various components of the Labour Standards Act for Newfoundland and Labrador.
18. To become familiar with the major points of the Occupational Health and Safety legislation.
19. To become familiar with certain components of the Workers' Compensation Commission.
20. To become familiar with the various components of the Human Rights Code 1988.
21. To become familiar with the steps that employees and employers can take when faced with the problem of sexual harassment in the work place.
22. To become familiar with the various components of the Unemployment Insurance Commission.
23. To enrich subject knowledge and skills.
24. To reinforce skills, techniques and principles learned at the training station.
25. To reflect on and discuss work experiences.
26. To explore related career information.
27. To have a forum for discussing skills.
28. To develop leadership skills.

COURSE CONTENT

Part I: Pre-Employment Module

1. Self-Assessment

self-evaluation checklist, self-inventory of work values, work preferences, identifying your values, self-inventory/work behaviours and personal traits, self-inventory/possible limitations, self-assessment summary worksheet, student interest inventory, research project.

2. World of Work

what work means to me, why work, definitions, why do people work, personal needs met by work, factors contributing to worker satisfaction, decision-making.

3. Job Search Techniques

application forms, resume, covering letter, the job interview.

4. Training Site Orientation

job orientation, co-operative education placement responsibilities, ethics and confidentiality.

5. Occupational Health and Safety

work place health and safety responsibilities, healthy and safe working practices, co-operative education health and safety quiz, health and safety assignment.

6. Unions and the Labour Movement

how unions work, labour terminology, training site interview/unions.

7. Legislation in Newfoundland and Labrador

labour standards act, occupational health and safety, workers' compensation, human rights code, 1988, unemployment insurance.

Part II: Integration Sessions (Career Exploratory)

Integration sessions provide students and teachers with an opportunity to reinforce skills and techniques learned at the work site. Teachers conducting a Career Exploratory Co-op Program are provided with a resource binder entitled, *Integration: Experiential Learning for Co-operative Education Students*, to be utilized during these sessions. Topics covered are:

1. Sharing experiences
2. Developing Interpersonal skills
3. Observing, analyzing and interpreting

4. Identifying and managing learning
5. Developing leadership and team building skills
6. Assessing work values and ethics
7. Preparing for the future
8. Evaluating experiences

Integrations Sessions (Subject-Based)

Students who participate in subject-based Co-operative Education Programs **must** be provided with **subject specific integration activities**. Students may cover similar topics as above however, the focus of these activities would be on integrating in-school subject course objectives with related field experiences. A Computer Studies Co-op class could, for example, research and discuss the ethics of duplicating software.

COURSE MATERIALS

Authorized Resources

Student Resources (subject-based)

one of the following:

Transitions/A Practical Guide to the Workplace (and teacher reference)

Working Today & Tomorrow (and teacher reference)

Discover the Career Within

Student Resources (career exploratory)

one of the following:

Transitions/A Practical Guide to the Workplace (and teacher reference)

Success in the Workplace (and teacher reference)

Working Today & Tomorrow (and teacher reference)

Recommended Resources

Independent Learning Programs for Co-operative Education Students

What Colour is Your Parachute? (annual edition)

Forms in Your Life

You're Hired/Job Strategies for the 90's

Language at Work

Training Plan Disk (Simcoe County Board of Education)

Student Resources

Forms in Your Life

You're Hired/Job Strategies for the 90's

Language at Work

The Co-op Journal

INSTRUCTIONAL STRATEGIES

Co-operative Education 1100 requires that students experience a minimum of **twenty** hours of pre-employment preparation prior to their work placement in the community. Teachers are not expected to cover the entire seven (7) pre-employment units during this twenty hour period. Teachers, depending on the needs of their students, may increase the amounts of time allocated to pre-employment activities prior to the start of work placements and/or may cover additional topics during the time allocated for integration sessions. The additional hours of this course will consist of integration sessions aimed at integrating the students' experiences at the work site with in-school curriculum objectives.

EVALUATION

The two components of Co-operative Education 1100, The Pre-Employment Module and the Integration Sessions constitute one academic credit. The evaluation plan should include the following:

1. Pre-Employment Module

(a) Unit Tests

Mini tests will be administered to students at the completion of each unit. These mini tests may be written or orally administered.

(b) Projects

Projects related to various topics found in the Pre-Employment Module will be completed by the students.

(c) Assignments

Students will be required to do written assignments related to the various units of the Module.

(d) Class Discussion/Participation

2. Integration Sessions

(a) Class Discussion/Participation

Students are expected to participate in various class discussions.

(b) Assignments

Students will be required to do written and oral assignments that relate to their work site experiences.

APPENDIX A

CO-OPERATIVE EDUCATION 1120, 2220, 3220 CONTENT AND EVALUATION

These three courses are field courses, that is they represent the type and number of credit(s) a student receives for the community-based component of his/her cooperative education program. **The content and objectives** for these courses have to be **locally developed** in accordance with policies and procedures as per the *Co-operative Education Policies and Procedures Handbook*.

The teacher monitor and the employer supervisor work together to meet the objectives of the training plan and provide an optimum learning environment for the student in the work place. Both, therefore, contribute to overseeing student performance, the evaluation of results, and the decision-making based on the evaluation. The final mark for the out-of-school component will be the responsibility of the teacher/monitor.

Co-operative Education 1120 (Community-Based Learning)

This course enables the student to obtain community-based learning under the supervision of an employer and a teacher monitor. Individual training plans must be developed (locally) based on student interests and abilities and will be linked to in-school curriculum objectives. These curriculum objectives may be career exploratory in nature or related to a specific subject.

This course can be done concurrently with the prerequisite course, Co-operative Education 1100.

Please Note: If any of the Community-Based Learning Courses (Co-operative Education 1120, 2220, 3220,) are completed on its own, then adequate time (approximately 20%) must be allocated for the inclusion of in-school integration activities.

Co-operative Education 2220 (Community-Based Learning)

This course enables the student to obtain community-based learning under the supervision of an employer and a teacher monitor. Individual training plans will be developed (locally) based on student interests and abilities and will be linked to in-school curriculum objectives.

These curriculum objectives may be career exploratory in nature or related to a specific subject.

This course can be done concurrently with the prerequisite course, Co-operative Education 1100 **or** may be taken on its own if the prerequisite course has been completed in a previous year.

Please Note: If any of the Community-Based Learning Courses (Co-operative Education 1120, 2220, 3220) are completed on its own, then adequate time (approximately 20%) must be allocated for the inclusion of in-school integration activities.

Co-operative Education 3220 (Community-Based Learning)

This course enables the student to obtain community-based learning under the supervision of an employer and a teacher monitor. This course will give the student enrichment and intensive exposure in a specific subject-based Co-operative Education experience.

Individual training plans will be developed (locally) based on specific subject curriculum objectives, as well as interests and abilities of the student.

This course can be done concurrently with the prerequisite course, Co-operative Education 1100 **or** may be taken on its own if the prerequisite course has been completed in a previous year.

Please Note: If any of the Community-Based Learning Courses (Co-operative Education 1120, 2220, 3220) are completed on its own, then adequate time (approximately 20%) must be allocated for the inclusion of in-school integration activities.

APPENDIX B

RESOURCE MATERIALS FOR CO-OPERATIVE EDUCATION

1. *Transitions - A Practical Guide to the Workplace* by Linda Winder, Sonja Stih, Jim O'Connor

Maxwell MacMillan Canada
1200 Eglinton Avenue East,
Suite 200
Don Mills, Ontario
M3C 3N1
Phone #: (416) 449-6030
Fax #: (416) 449-0068

2. *Working Today and Tomorrow (Canada Edition)* by Richard Campbell, Mary J. Thompson, Marilyn W. Dyck

Irwin Publishing
1800 Steeles Ave., West
Concord, Ontario
L4K 2P3
Phone #: (416) 660-0611
Fax #: (416) 660-0676

3. *Success in the Workplace - A Student Guide* by, Margaret Brand, Ann Olney Sparkes

Copp Clark Pittman Ltd.
2775 Matheson Blvd., East
Mississauga, Ontario
L4W 4P7
Phone #: (416) 238-6074
Fax: (416) 238-6075

4. *Your're Hired - Job Search Skills for the 90's* by George Kent

Copp Clarke Pitman Ltd.
2775 Matheson Blvd., East
Mississauga, Ontario
L4W 4P7
Phone #: (416) 238-6074
Fax: (416) 238-6075

5. *Integration - Experiential Learning for Co-operative Education Students* from:

Peel Board of Education
5650 Hurontario Street
Mississauga, Ontario
L5R 1C6
Phone #: (416) 890-1099
Fax : (416) 890-3280

6. *Independent Learning Program for Co-operative Education Students* from:

Peel Board of Education
5650 Hurontario Street
Mississauga, Ontario
L5R 1C6
Phone #: (416) 890-1099
Fax : (416) 890-3280

7. *Forms in Your Life - A Workbook and Guide to Everyday Forms* by Thomas F. Elrick

Globe/Modern Curriculum Press, Toronto
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9
Phone #: (416) 497-4699
Fax #: (416) 497-3637

8. *The Co-op Journal - Kleimac Associates*

York Region Education/Industry Foundation and Career Centre
7777 Keele Street, Floor 2
Concord, Ontario
L4K 1Y7
Phone #: (416) 660-1076
Fax #: (416) 660-7450

9. *Discover the Career Within*

Clark G. Carney/Andrea Field Wells
Burkes-Cole Publishing Company
511 Forest Lodge Road
Specific Grove, Colorado
U.S. 93950-9968

10. *What Colour is Your Parachute*

Clark G. Carney/Andrea Field Wells
P.O. Box 379
Wildnut Creek
Colorado 94597

11. *Making Decisions*

J. Michale Farr and Susan Christopherson
Jist Word Inc.
720 North Park Avenue
Indianapolis, IN
46202-3431
U.S.A.