

WELCOME TO CO-OPERATIVE EDUCATION AT BCI

Course Outline and Evaluation

80 Bluevale St. N, Waterloo, N2J 3R5 (519) 885-4620 <http://bci.wrdsb.ca/>

DCO 30C - Creating Opportunities Through Co-op & Co-operative Education Linked to a Related Course (110 hours per credit)

This information is intended to give you what you need in order to make your Co-operative Education experience a meaningful and successful one. It is important that you read and follow all of the material thoroughly. Refer to the information found in this manual and the class website daily when we are in class and regularly once your co-op work placement begins. **It is your responsibility to be familiar with, adhere to and/or complete all Co-op course expectations, policies, procedures, calendars, assignments, summative assignments and more.**

<http://bcicoop.weebly.com>

also, join 'Kemperman Co-op' using 848ywj

COURSE DESCRIPTION

Co-operative Education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to meet the requirements of DCO 30 and/or to apply and refine the knowledge and skills acquired in a related curriculum course. The opportunity to experience business, industry and the community helps students explore career options and gather information they need to make informed decisions about their post-secondary destination. Students increase their self-knowledge while developing valuable transferable skills and gain an understanding of the importance of attitude, teamwork and personal management skills in the workplace.

The **pre-placement component** of Co-op helps students:

- prepare for the work placement (pre-placement orientation)
- make connections between experiences in the workplace and the learning in the subject to which the co-op credit is related (integration)
- reflect on and analyze their experiences in the workplace

The **co-op job placement component** of Co-op provides students with the opportunity to:

- expand and apply the knowledge and skills learned in a school subject in the workplace

ESSENTIAL LEARNINGS of Co-operative Education...

Formative (70%)

1. Students will meet initial requirements and demonstrate an understanding of health, safety, and well-being prior to and throughout their co-operative education work experience. (A)
2. Students will develop, implement, and reflect on a learning plan, to maximize success in the co-operative education experience. (B)
3. Students will use the experiential learning cycle to participate, reflect and apply skills and knowledge developed through the cooperative education experience. (B)
4. Students will demonstrate an effective use of the inquiry process, including investigation, making connections, analysis, and communicating their findings. (C)
5. Students will build their capacity for learning through the development of decision-making skills and analysis of effective leadership during their co-operative education experience. (D)

Summative: 30%

6. Students will participate, reflect and apply their learning gained throughout their cooperative education experience.

The Experiential Learning Cycle		
Phase	Guiding Question	Description
Participate	<i>What?</i>	Students are immersed in an experience, acknowledging what they are doing, what they are thinking, and what they are feeling during the experience.
Reflect	<i>So what?</i>	Students think about their experience, guided by reflective questions and prompts, and identify what they learned as a result of the experience – about themselves, other people, the world, their opportunities, or the topic of study.
Apply	<i>Now what?</i>	Students describe how their learning stimulates further inquiry: how it has influenced – or may influence – their decisions, opinions, goals, and plans; and what they might do differently if they have a similar experience in future.

ADDITIONAL COMPONENTS REQUIRED BY THE MINISTRY OF EDUCATION...

- appropriate paperwork including WEA Form (Work Education Agreement Form)
- understanding of pre-placement component (including health & safety)
- effectively document workplace duties and hours
- reflection of learning at the work placement through reflections, hour submissions and assignments
- formal performance appraisals/evaluations conducted by the teacher and workplace supervisor

UNITS OF STUDY...

- **Self-Assessment:** *the ability to critically look at our interests, values and aptitudes as they pertain to the workplace.*
- **Job Readiness:** *the ability to effectively communicate and demonstrate the various aspects of the job search process.*
- **Health & Safety:** *Canadian workers must understand general and specific workplace health & safety legislation. Working safely includes the ability to access information, to follow procedure, and to receive proper training.*
- **Communication, Confidentiality and Workplace Expectations:** *understanding and appropriately applying these components is critical in order to have a successful work placement experience.*
- **Reflective Learning:** *reflective learning helps to analyze placement experiences and reinforce course expectations*

COURSE EVALUATION

Throughout the course, teachers will gather evidence that students are completing the **Essential Learnings** through observations, conversations, and student-produced work.

Seventy percent (70%) of the final mark will come from term work, and thirty percent (30%) will come from final summative evaluations.

Providing sufficient evidence of the Essential Learnings is required to earn the course credits

DCO 30 and Co-op linked to a related course:

70% of final course mark...

Pre-Placement & Integration Assignments, Hours & Reflections, Employer Performance Appraisals, Learning Plan, Inquiry & Decision-Making.

30% of final course mark...

Career Fair Summative Assignment	20%
Exit Portfolio & Interview Summative Assignment	10%

Learning Skills and Work Habits will be assessed using the Ministry's achievement chart categories...

	E=Excellent	G=Good	S=Satisfactory	N=Needs Improvement
Responsibility	Attentiveness, effective use of class time, meets timelines for class work, homework and assignments, manages their own behaviour.			
Organization	Follows a process to meet deadlines and achieve goals, prepared for class, gathers and evaluates information from various sources to complete tasks.			
Independent Work	Independently monitors, assesses and revises plans to complete tasks, follows instructions with minimal supervision.			
Collaboration	Responds positively to the ideas and opinions of others, accepts an equitable share of work in a group, promotes critical thinking to solve problems and make decisions, contributes to discussions.			
Initiative	Demonstrates interest and curiosity, displays self-motivation by seeking and acting on new ideas and opportunities for learning.			
Self-Regulation	Seeks clarification when necessary, perseveres and makes an effort when responding to challenges.			

LATE AND MISSED ASSIGNMENTS...

Students at BCI will be responsible and complete all assigned work in a timely manner. This includes homework, process work, readings etc. so that you are prepared for class. Students will also be responsible to hand in assignments and write tests on their respective due dates. Students are expected to discuss alternative arrangements with their teachers if assignments and tests are not submitted due to unforeseen circumstances.

If you do not submit a major assignment on the due date any combination of the following may occur:

- Your teacher will meet with you to discuss the reason why the deadline was not met. As a result of this meeting: an extension or an alternative assessment may be given and your parent/guardian may be contacted to discuss next steps.
- You may be referred to PASS or to Student Success to complete the assignment. Your teacher and or Vice Principal will determine if this completion will take place during lunch or during class time.
- Your completed work will be evaluated. Students who do not submit work in a timely manner shall have this reflected in the Learning Skills and Work Habits section on the Provincial Report Card.
- If work is still not submitted on the established date or if you do not follow through with PASS/Student Success you will be referred to your Vice Principal and next steps may include but are not limited to: student referral to in-school intervention support (School Success Team, Special Education LAC, Guidance etc.); a negotiated extension that meets teacher mark reporting deadlines; and/or an alternative opportunity for the student to demonstrate the same critical elements, or an "incomplete" (I) will be entered for this evaluation.
- The use of "I" indicates that work has not been submitted. When determining a final grade the teacher's use of professional judgement based on interventions and data collected determine whether or not the student has demonstrated the required critical elements at another point in the course.

CHEATING AND PLAGIARISM...

Cheating and plagiarism are serious academic offences. Plagiarism is defined as using the work of someone else as their own. Using the writings, inventions, or ideas of another without proper sourcing is considered plagiarism. To plagiarize is to be dishonest with your teacher, your peers, your 'sources' and yourself. The acts of cheating and plagiarism will not be tolerated. Both academic and behavioural consequences should be expected.

Consequences:

If your teacher suspects that you have plagiarised or cheated, your teacher will inform your Vice Principal and meet with you to determine the nature, intent and extent of the incident and your understanding of the situation.

If it is determined that you have plagiarised/cheated you may face one or more of the following:

- Your parents will be notified.
- Within a given timeframe, given the opportunity to redo part or all of the assignment, or complete an alternative assignment.
- A record of your academic infraction will be logged and kept on file until you graduate.
- The incident will be reflected on your report card in the Learning Skills and Work Habits section of the Provincial Report Card.

In consultation with Administration additional consequences may be determined such as:

- Serve a detention or an in-school suspension, or a suspension.
- Limit your access to recognitions (e.g., school awards, scholarships).

All consequences will be progressive in nature and take into consideration the number and frequency of incidents and the grade level, maturity and individual circumstances of the student.

CONTACT INFORMATION

I have read the **Co-operative Education Course Outline and Evaluation** as well as the **Policies and Procedures** and am aware of the requirements for successful completion of this course.

I will check the **course website** (<http://bcicoop.weebly.com>) regularly to review course expectations, to access assignments, to confirm due dates, etc. Other assignments may be shared/assigned through the 'Kemperman Co-op' Google classroom.

I know that my Co-op teacher is available via the app 'Remind', email or in the Co-op office for extra help and to answer any questions I may have.

MR. KEMPERMAN Bluevale phone: 519-885-4620
Co-op Office: Room 2114
harry_kemperman@wrdsb.ca

Communicating using your mobile device or computer via the 'Remind' app is the recommended and quickest, most reliable form of communication...

Follow the instructions outlined on the 'Remind' instruction sheet in this manual to sign up for Remind and begin communicating with Mr. Kemperman TODAY! ☺

Things to remember when using 'Remind' or any other means of electronic communication with your teacher...

- ✓ before asking Mr. Kemperman a question, ask yourself, '*can I find the answer for myself?*' (In other words, be *resourceful!*)
- ✓ when using 'Remind', please respect the suggested hours (Mon - Fri, 7 am to 7 pm). Having said that, if it's *truly an emergency*, do not hesitate to contact Mr. Kemperman outside of recommended hours
- ✓ If you've been asked a question, please respond in a timely manner and do so professionally (ie. no acronyms or 'text type'. (In other words, if you feel the need to 'laugh out loud' then do so; don't 'lol' ☺)