



Teacher: Michelle OSullivan

Description: This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student’s related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They 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.

Course Organization:

The cooperative education course includes classroom components and a community placement component. The Ontario Ministry of Education Grades 11 and 12 curriculum policy document for Cooperative Education (2018) sets out curriculum policy for cooperative education and implementation policy relevant to cooperative education and other forms of experiential learning in Ontario secondary schools. Like other courses offered in Ontario schools, cooperative education courses conclude at the end of the term, on the last day of scheduled classes.

The Classroom Component: The purpose of the classroom component is to ensure that students are prepared for their community experience, demonstrating the skills and knowledge required before the start of their community component, and that they are focused on integrating their learning throughout the course. Co-op teachers integrate student learning activities throughout the course to support the achievement of the curriculum expectations.

The Community Component: The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or “placement”, where the placement supervisor, collaborating with the cooperative education teacher supports students in achieving the curriculum expectations. The community component must include a variety of experiences of sufficient duration to permit students to meet the expectations as identified in their learning plan.

Overall Expectations:

Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements: demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience; demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience.

Experiential Learning and Transfer of Skills and Knowledge: 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; 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.

Overall and specific curriculum expectations from the related course curriculum will also be integrated into the Student’s Cooperative Education Learning Plan as well as learning goals, success criteria, and plans for achieving the learning goals, and expectations and requirements outlined by the community partner (placement component).

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

<http://www.iceont.ca>

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of assessments designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations. While the cooperative education teacher and the placement supervisor must jointly evaluate the student's performance at the placement, the **teacher alone** is responsible for determining the student's final grade.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations of the related course and cooperative education program. In cooperative education, the summative evaluation will consist of rich summative assessment tasks, such as: career fair project; portfolio; related course project or presentation, teacher: student conference, etc.

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation will not earn their credit regardless of their mark and hours completed at their work placement.

Inherent Risk / Worksite - Cooperative Education Placements during COVID-19:

All co-op students will be receiving COVID-19 related safety training as part of the classroom component of their co-op course,

prior to participating in their community placement. This includes readiness for workplace health and safety expectations, as outlined by the Ministry of Labour and Ontario Public Health. Cooperative education teachers will complete an assessment of every student's community placement prior to the start of the community component of the course, ensuring alignment with health and safety guidelines outlined for employers by the Ministry of Labour through their COVID-19 workplace safety plan.

An OCSB [Informed Consent for Work Education Placements during COVID-19](#) form has been provided for student and parent/guardian acknowledgement / signature.

NOTE: Students are not covered by OSBIE liability insurance or WSIB/Workplace Safety Insurance when travelling to or from their co-op program community placement. The school board recommends that parents consider purchasing additional voluntary student accident insurance (e.g. www.insuremykids.com or other). This voluntary student insurance includes some medical costs not covered by OHIP (e.g. dental and physiotherapy).

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class / co-op placement on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____

Student's Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____