

Co-operative Education Course Outline

Grey Highlands Secondary School

Co-operative Education involves a partnership between education and business, industry, agriculture, or community organizations that includes students, teachers, parents, employers and placement supervisors. Involvement of all parties ensures that students are provided with a meaningful introduction to the world of work. The Co-operative Education program includes a classroom component, made up of pre-placement and integration activities, and a placement component.

Guideline: Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools (MOE), 2000 Edition

<http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education.htm>

Pre-requisite: A Co-operative Education course must be based on a related course or courses from an Ontario Curriculum Policy document or on a Ministry of Education approved locally developed course in which the student is currently enrolled or which he or she has successfully completed.

Course Evaluation:

On-going Assessment and Evaluation (70%)

Students are evaluated throughout the term in the following categories:

- Knowledge and Understanding
- Communication
- Thinking and Inquiry
- Application

During the pre-placement classroom component, students are required to complete:

- A number of assessments and evaluations on topics such as, the Employment Standards Act, Health and Safety, Job Readiness Skills and Communication.

During the placement component of Co-operative Education, students are required to complete:

- Daily log sheets, which determine a major portion of their assessment and evaluation.
- Performance appraisals by the work place supervisor and the Co-operative Education teacher form another significant component of the student's mark.

Final Evaluation (30%)

Students are required to complete a Culminating Activity for the final 30% of their mark. It usually includes an oral presentation with a written summary, and an exit interview complete with an up to date cover letter and resume. A Rich Task Performance or an Independent Study Project may also account for a portion of the mark.

Late and Missed Assignments

Late and missed assignments for evaluation in Grades 9-12 may be reflected in the student's grade calculation and will also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits.

For major assignments, teachers may, after considering various factors and using their professional judgment, impose mark deductions of no greater than 5%/school day up to five (5) school days. After five days and following attempts to support the student, the teacher, using professional judgment, may deduct up to and including the full value of the assignment, i.e., zero (0).

In each course/subject/program, prior to each major assignment, teachers will communicate to students the expectations and timelines for that major assignment.

For more specific details of this policy can be found at www.edu.gov.on.ca under *Growing Success*, 2010

Cheating and Plagiarism

Cheating is defined as “acting dishonestly or unfairly in order to gain an advantage; gaining an advantage over or depriving of something by using unfair or deceitful methods; defrauding.” (<http://oxforddictionaries.com>).

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (“*Growing Success*”, p. 151)

Consequences

Consequences will reflect a continuum of responses, and may escalate based on the following factors: the grade level of the student and course type; the maturity of the student; the number or frequency of incidents; the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgment. In consultation with the school administration, teachers will determine the appropriate consequences. The final decision resides with the school principal.

Specific actions will be taken as follows, depending upon the severity of the incident:

- the teacher will discuss the individual situation with the student;
- the principal will be informed as appropriate;
- the teacher and principal will discuss the individual situation with the student and parent(s)/guardian(s) as appropriate.

Consequences may include the following:

- redoing part or all of the assignment
- completing an alternate assignment
- mark deduction
- suspension

For further information, please contact the Co-operative Education Department at Grey Highlands Secondary School:

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- **Sean Roehrig – (519) 924 - 2721 ext. 546** or sean_roehrig@bwdsb.on.ca
- **Course Website: www.ghsscoop.weebly.com**
- The Ministry of Education website www.edu.gov.on.ca offers additional information.