

Cooperative Education Fact Sheet*

All Ontario cooperative education programs have specific requirements, which include the following.

Pre-course interview

The purpose of this initial interview with the student applicant is to ensure that:

- the student is ready to undertake learning in the workplace (where a student's readiness or commitment is not sufficiently evident, his or her acceptance into the cooperative education program may be postponed until the requirements are met);
- the placement is appropriate to the student's goals and interests.

Pre-placement instruction

A minimum of fifteen hours of instruction must be provided on:

- health and safety in the workplace;
- employment law and unions;
- workplace ethics, human rights, and confidentiality.

Personalized placement learning plan (PPLP)

A PPLP must be developed for the student. It must be:

- based on expectations from the Ontario curriculum and industry-specific employers;
- developed by the cooperative education teacher in partnership with the employer and student (where the cooperative education teacher is not qualified in the related subject or the student has an Individual Education Plan, the cooperative education teacher will consult with the appropriate subject or special education teacher).

Assessment and evaluation

A qualified teacher will assess and evaluate a student's progress in achieving the expectations identified in the student's PPLP through regular workplace monitoring visits (a minimum of three per credit).

During these visits, the teacher will:

- observe student performance of workplace tasks;
- conduct formal evaluations with the student's supervisor;
- troubleshoot problem situations;
- plan next steps in the student's learning.

Student achievement is also assessed through:

- written assignments, seminar presentations, and reflective journals;
- career portfolios;
- a culminating independent-study activity that links the student's cooperative education placement experience with the curriculum expectations of the related course;
- performance appraisals written by the placement supervisor (a minimum of two).

Regular in-school integration sessions

In-school sessions of a minimum of seven hours per credit provide students with opportunities to:

- analyse and share their workplace experience;
- relate the placement experience to the curriculum expectations;
- reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement.

*The number of credits earned through cooperative education in 2003–04 was 76,213.