



ST. THOMAS AQUINAS SECONDARY SCHOOL

25 Corporation Drive, Brampton ON

L6S 6A2

905-791-1195

CO-OPERATIVE EDUCATION DEPARTMENT

Co-operative Education Course

Course Description:

Co-operative education is a planned learning experience where credits are earned. It integrates classroom theory and work placement learning experiences at a workplace. Co-operative education enables students to apply, expand and refine their knowledge and skills acquired through a related curriculum or locally developed course. This course will also prepare students to make successful transitions to work, post-secondary education or apprenticeship training. This course will also allow students to examine and reflect on their personal values, abilities and aspirations influencing life's choices. They will be provided opportunities to reflect on their personal relationship with God when planning for either their academic, professional and/or personal future goals.

Overall Ontario Curriculum Expectations:

Curriculum expectations and course codes for co-operative education student are based on related curriculum or locally developed courses and vary based on students' individual programs, as outlined in their Personalized Placement Learning Plans.

Supporting the Ontario Catholic Graduate Expectations:

Students are required to identify their interests, skills, personal characteristics and achievements. Through various activities, assignments and reflections, they come to a deeper understanding of who they are and the gifts, talents and abilities with which God has blessed them. As students become more aware of their skills and interests, they will gain an understanding that one's purpose or call in life comes from God and they should strive to live out this call throughout life's journey.

Overall Ontario Catholic Graduate Expectations to be met by co-operative education students:

- A **discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mysteries of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living;
- An **effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values;
- A **reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- A **self-directed, responsible, life-long learner** who develops and demonstrates his/her God-given potential;
- A **collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
- A **caring family member** who attends to family, school, parish, and the wider community;
- A **responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Units of Study:

Pre-placement	<ul style="list-style-type: none">• Self-Assessment• Health and Safety in the Workplace• Employee and Employer Rights and Responsibilities• Career Planning• Job Search• Employability Skills• Job Applications, Resumes, Cover Letters and Interviews• Confidentiality and Ethics• Legislation and Labour Unions
Integration	<ul style="list-style-type: none">• Career Information• Human Rights• Labour Trends• Changing Roles of Men and Women• Financial Planning• Success in the Workplace• Relate, reflect and analyze placement experience to related course
Placement	<ul style="list-style-type: none">• As outlined in Personal Placement Learning Plan (PPLP)

Resources:

Students are provided with the opportunity to use a variety of resources including: web videos, guest speakers, internet applications and various print sources. Students will also access to the blended learning site for co-operative education which can be found using the following link: <https://dpcdsb.elearningontario.ca>.

Course Assessment and Evaluation:

The primary purpose of assessment and evaluation is to improve student learning. A variety of tools are used during various stages of assessment. The following are some tools employed in the co-operative education course used at the various stages of assessment for learning, as learning and of learning: checklists, self-evaluation, brainstorming, conferences rough drafts, in-class discussions, surveys, reports, assignments, questionnaires, demonstrations, journals, presentations, quizzes, tests, essays, formal and informal observations.

Cooperative Education is a program in which students earn credits. These credits are earned by means of two program components: an in-class component (theory) and a placement component (practice).

The following weightings will be used at various stages of the program:	Knowledge/ Understanding	Thinking	Communication	Application
70% Term				
• Pre-Placement	25%	20%	25%	30%
• Integration	25%	20%	25%	30%
• Placement	15%	15%	20%	50%
30% Final				
• Culminating Performance Task (15%)	25%	25%	25%	25%
• Rich Performance Task (15%)				

Focus on Learning Skills:

The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. (*Growing Success*, p. 12)

Learning Skills and Work Habits	Ministry Description – Sample Behaviours
Responsibility	<ul style="list-style-type: none">• Fulfills responsibilities and commitments within the learning environment• Completes and submits class work, homework, and assignments according to agreed upon timelines• Takes responsibility for and manages own behaviour
Organization	<ul style="list-style-type: none">• Devises and follows a plan and process for completing work and tasks• Establishes priorities and manages time to complete tasks and achieve goals• Identifies, gathers, evaluates, and uses information , technology, and resources to complete tasks
Independent Work	<ul style="list-style-type: none">• Independently monitors, assesses, and revises plans to complete tasks and meet goals• Uses class time appropriately to complete tasks• Follows instructions with minimal supervision
Collaboration	<ul style="list-style-type: none">• Accepts various roles and an equitable share of work in a group• Responds positively to the ideas, opinions, values, and traditions of others• Builds healthy peer-to-peer relationships through personal and media-assisted interactions• Works with others to resolve conflicts and build consensus to achieve group goals• Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	<ul style="list-style-type: none">• Looks for and acts on new ideas and opportunities for learning• Demonstrates the capacity for innovation and a willingness to take risks• Demonstrates curiosity and interest in learning• Approaches new tasks with a positive attitude• Recognizes and advocates appropriately for the rights of self and others
Self-Regulation	<ul style="list-style-type: none">• Sets own individual goals and monitors progress towards achieving them• Seeks clarification or assistance when needed• Assesses and reflects critically on own strengths, needs, and interests• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals• Perseveres and makes an effort when responding to challenges

Attendance Policy:

As set out by the Board, each student is responsible to attend all classes and scheduled activities on time and with the proper materials required for full participation. If a student is going to be absent from school or placement his/her parent/guardian is required to contact: (1) his/her teacher on cell phone; (2) his/her employer. Students who habitually miss class will suffer in the assessment and evaluation process because their participation and achievement cannot be fully assessed. Students who have ten or more absences, without a legitimate reason may but their credit in jeopardy, (St. Thomas Aquinas Student Handbook, pg. 15).

Submission of Assignments for Evaluation Policy:

Timelines for submission of assignments for evaluation are established to encourage students to manage their time and take responsibility for their learning. It is important that students work toward meeting required timelines. A due date is set by the teacher and students work toward meeting this due date. If the assignment is not submitted by the due date, a closure date is established. The closure date is determined on a case by case basis. If the assignment is submitted by the closure date, up to 10% mark deduction may apply. If the assignment is not submitted by the closure date, a zero may be assigned, (St. Thomas Aquinas Student Handbook, pg. 11).

Consequences for Missed Assessments (Test/Quizzes etc.):

In the event that the student does not address the missed assessment(s), a zero may be assigned. If the student misses the assessment for a legitimate reason, the student and the teacher will agree upon another time that the student may demonstrate their learning, (St. Thomas Aquinas Student Handbook, pg. 11).

Homework:

The Learning Skills and Work Habits section of the provincial report card describes skills which are foundational to student success. Homework is reported in this section, separate from achievement of curriculum expectations. Late, missed and incomplete homework will impact the Learning Skills and Work Habits section of the report card, (St. Thomas Aquinas Student Handbook, pg. 15).

Classroom Behaviour:

Students will exercise self-discipline in their respect for self, staff, fellow students and school property. They will take full responsibility for their own actions and strive to live up to the expectations of the Catholic Code of Conduct within the classroom, (St. Thomas Aquinas Student Handbook, pg. 2).

Uniform:

Students are expected to be in full uniform at all times while in the school. Uniforms are to be purchased at R.J McCarthy's. For a detailed description of the uniform, please see page 17 of the St. Thomas Aquinas Student Handbook.

I have read the course outline for the co-operative education course with my son/daughter/ward and accept the explanations and guidelines above. I will make every effort to ensure that my son/daughter/ward can achieve success in the course.

Student Name: _____ **Student Signature:** _____

Parent Signature: _____ **Date:** _____