

Cooperative Education Student Guidebook

Career Technologies Division
Southwestern Community College

Experience Excellence

COURSE SYLLABUS

Course Title: Cooperative Work Experience (COE) 111 or 112 or 114 or 121

Textbooks: None

Prerequisites: To enroll in Cooperative Education, the student must:

- have the recommendation of his/her advisor
- be enrolled in an approved co-op curriculum program
- have a minimum GPA of 2.0 or higher
- complete at least 9 hours of credit (3 hours from the program core)
- meet the eligibility requirements for the student's program of study
- be approved by the faculty coordinator
- possess the minimum skills and abilities necessary to complete the job assignment

Course Description: This course provides work experience with a college approved employer in area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work related competencies.

Objectives: Measurable Learning Objectives (MLOs) will be developed by the student, with assistance from the faculty coordinator and the co-op employer, relevant to the student's program of study. MLOs are statements that clearly and precisely describe specific accomplishments projected for the semester. Since co-op is an academic program, credit is granted for the learning that occurs as a result of working and not for actual work done on the job.

Requirements:

- Complete all paperwork requirements
- Attend all meetings required by the co-op program
- Be covered by adequate accident insurance
- Inform the co-op advisor of acceptance of co-op position, any changes in address, withdrawal from the program, or any problem which may arise
- Remain in the work experience for the entire period of the work experience unless special arrangements are made with the co-op office and the employer
- If withdrawal from the program occurs or if the student received an I or F grade, the student must complete the Work Agreement form, the MLOs, and the Wage/Time Report in the Co-op Workbook for the hours spent on the job.

Grading Policy:

Grades will be based upon completion of the following criteria:

- Completion of all required paperwork by the designated due dates
- Employer Evaluation of the Student
- On-site Visitation Report by the faculty coordinator
- Self-evaluation by the student
- Completion of the student's Measurable Learning Objectives
- Completion of required hours for the number of credits earned

See further details in your guidebook

Grading Scale: Seven point grading scale

See further details in your guidebook

Attendance Policy: Students are required to attend all meetings requested by the faculty coordinator including an initial orientation meeting and a mid-term evaluation. The student is expected to report punctually and regularly for work. The student will notify the employer promptly if unable to work for any reason.

SOUTHWESTERN COMMUNITY COLLEGE

PREFACE

Cooperative Education (Co-op), as the name applies, is education based upon a cooperative arrangement by the College and employers to provide working/learning experiences for Southwestern Community College students. The advantages to the three parties involved are reviewed elsewhere in the handbook. Each participant in the triangular relationship plays a significant role in this increasingly popular approach to educational growth and development.

The Cooperative Education Handbook is designed for use by students, employers and faculty. It reviews the purpose, the background and the operation of the Co-op Program.

Under Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA), and the Age Discrimination in Employment Act (ADEA), it is illegal for employers to discriminate in any aspect of employment, including:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- use of company facilities;
- training and apprenticeship programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Discriminatory practices under these laws also include:

- harassment on the basis of race, color, religion, sex, national origin, disability, or age;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and
- denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

For more information, visit http://www.eeoc.gov/abouteeo/overview_practices.html

COOPERATIVE EDUCATION COURSES

Through the Cooperative Education Program the student works on a part-time or full-time basis in a position related to his or her program of study and for an employer selected and/or approved by the College. In addition, the student is contacted periodically by the Faculty Co-op Supervisor. A final grade will be based on the employer's evaluation of the student's work performance and the degree to which his/her Measurable Learning Objectives are accomplished for each co-op period.

Prerequisite:
Full admission to the Co-op Program

COE 111 Co-op Work Experience I (0-0-10-1)

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112 Co-op Work Experience I (0-0-20-2)

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 114 Co-op Work Experience I (0-0-40-4)

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 121 Co-op Work Experience II (0-0-10-1)

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Perspective

Cooperative learning was one of the most valuable courses in my own education, and I'm delighted that our students have the same opportunity available to them. Instructors in the Career Programs Division take pride in creating interactive, hands-on learning environments from their programs. The natural complement of an effective classroom experience is to provide an opportunity to apply concepts and skills to the workplace. Cooperative education provides SCC students with that opportunity.

Thom Brooks, Dean of Career Technologies

POLICIES

STUDENT ADMISSION

Students who are enrolled in curricula offering co-op for academic credit and have completed twelve credit hours at Southwestern are eligible to enter the program, provided they meet the following requirements:

- have advisor's recommendation.
- be enrolled in an approved co-op curriculum program
- have a minimum GPA of 2.0 or higher
- complete at least 9 hours of credit (3 hours from the program core)
- meet the eligibility requirements for the student's program of study;
- be approved by the faculty coordinator
- possess the minimum skills and abilities necessary to complete the job assignment

To apply, interested students should obtain an application form from their advisor, schedule an appointment to discuss the completed form with advisor and pick up a copy of their transcripts from the Registrar.

SECURING WORK ASSIGNMENTS

Co-op jobs are secured through several channels including:

1. Placement Office contacts
2. Employer requests for students
3. Instructor and Curriculum Advisors
4. Students

- The Co-op program provides students with increased opportunities for interaction with business professionals.
- The Co-op program provides students with academically related work experiences in order to test and confirm their initial career choices.

CRITERIA FOR EMPLOYER PARTICIPATION

All employers are welcome to participate in the program, provided they have one or more full-time or part-time positions available which have the following characteristics:

1. The job should provide an educational experience in an area related to the prospective co-op student's program of study.
2. The responsibilities and activities of the position should provide meaningful and challenging work for the student.
3. The position should provide work for at least one full semester for a minimum of 10 hours per week. Employers will interview and select students, approve students' learning objectives and evaluate students' work performance each semester.

ELIGIBILITY OF STUDENTS ALREADY EMPLOYED

Qualified students who are presently employed in a job related to their academic major should contact their faculty advisor who determines acceptability of the work position. The student's employer will also be contacted to secure his approval to participate.

MAXIMUM CREDIT ALLOWED TOWARD GRADUATION

The maximum number of credit hours a student may register for in co-op varies from program to program. Students should consult the College catalog regarding credit allowed for co-op.

Regardless of how much credit is earned, employers usually like to know when and how much a student has worked while in college. The student's transcript indicates that practical work experience has been woven into his/her total academic program.

STUDENT RESPONSIBILITIES

STATEMENT OF UNDERSTANDING

To promote mutual confidence and assure the maintenance of higher standards, the employer is advised to discharge any student who, after a fair trial period, performs unsatisfactory work, is judged incompetent or incapable of performing tasks expected of him/her, has irregular attendance or punctuality, or fails to cooperate in every reasonable way.

An employer cannot be expected to retain co-op students any longer than is practical from a sound business standpoint. Moreover, it is not conducive to sound cooperative relationships for students to expect priority consideration over regular employees. It is believed that an employer, who sincerely demonstrates an interest in co-oping students, may be trusted to judge when business conditions make it advisable to terminate the employment of co-op students.

CONDITIONS OF EMPLOYMENT

It is obvious that most of the conditions of employment can be determined beforehand during the pre-employment interview. Some of these are: location of the job, nature of the work to be performed, nature of the work environment, physical condition required, working hours, rate of pay, and normal expectations of future advancement. The agreement, therefore, becomes effective when the student indicates acceptance of the job to the faculty co-op supervisor, or when he/she reports for the initial day's employment, whichever occurs first.

ADJUSTING A CO-OP ASSIGNMENT

A student should always confer with his/her curriculum advisor as well as the

employer concerning any questions regarding work assignments, rate of pay, hours of work, leave of absence from work, or any other similar matters.

TIME OFF

A student must be on the job regularly and punctually. He/she has only the privileges allowed regular employees of the company. He/she must not ask the employer for, or take time off from work for any college requirements or any other reason without first obtaining the consent of the faculty co-op supervisor. If necessary, evening appointments may be made with the staff to accomplish this purpose.

ABSENCE FROM WORK

The tasks performed by the student on his/her assignments are part of a carefully planned and scheduled program of work. Absence from work immediately necessitates re-planning and rescheduling of performances expected of the student. Therefore, in case of sickness or other emergencies necessitating a student's absence from work, the employer should be notified by telephone as early as possible. Prolonged absences of more than one or two days should be reported to the faculty co-op supervisor. This procedure benefits the students greatly since it registers the student with his/her employer as one who recognizes responsibilities and is dependable. Both of these characteristics will always be found in successful men and women.

LAYOFF

Any student who is permanently or temporarily laid off must notify the faculty co-op supervisor immediately. Failure to do so results in unnecessary loss of work opportunities and may affect final evaluation.

GETTING AND KEEPING A JOB

PREPARING YOUR RESUMÉ

A well-prepared résumé is an effective job-hunting tool. It is reported that 95 percent of all professional positions are filled through résumé introductions. Therefore, a correctly prepared résumé, accompanied by a letter of transmittal could be the deciding factor in getting an interview for a position. The following suggestions are to guide you in writing your own professional résumé.

Heading: Should contain candidate's full name, home address, city, state, zip code, telephone number and email address.

Career Objectives: Your objective should be clearly stated in the résumé or letter of transmittal. Make the statement as broad as possible so the employer can consider you for a broad range of related openings.

Education: List highest degree attained first. List your current education at SCC and an "anticipated completion date." List also the year, college or university, academic achievements, additional courses and other pertinent information.

Work Experience: Most recent position should be listed first. Be specific. If several specific assignments were performed for one employer, clearly indicate this by dividing a section into segments. It is not wise to list reasons for leaving a position. This information can best be given in an interview if it is required.

Special Interests: May be omitted, but it is often helpful to employers.

Special Skills: List such skills as typing, foreign languages, etc. Be honest, rather than modest.

References: It is recommended that references NOT be included.

Transmittal (Cover) Letters: We strongly recommend that a transmittal letter always accompany your résumé. The letter should be addressed to a specific person, if possible. Briefly state the position preference and availability for interview.

THE JOB INTERVIEW

CREATING A GOOD IMPRESSION

Whether the job interview is on campus or at the office of an employer, the student should give attention to his or her appearance. The employer expects to find tendencies of a professional air developing within the applicant. These are first observed during the initial interview. It is, therefore, most important that a good impression be made at this time.

1. The student should dress appropriately for all interviews.
2. Do NOT smoke during an interview and NEVER chew gum.
3. The handshake is important. When meeting or departing from a prospective employer, grasp his hand firmly. When a man meets a woman, he usually does not extend his hand unless she does. If one woman is meeting another, either may offer the hand. A soft, weak handshake usually indicates a lack of confidence.
4. Speak up when meeting people. Give your name and the purpose for being there. Remember, a smile is an important asset to break the ice.
5. Look directly at the interviewer. A willingness to do so indicates self-confidence.
6. Refrain from "backbiting." If you do not like your present or former employer, do not burden the interviewer with assorted reasons. Try to find something worthwhile regardless of how small it may be.
7. Don't make an issue out of salary. The Cooperative Education Program is an educational program, not a financial aid program. While monetary compensation may be an important factor to you, it is not likely that an in-depth discussion at the time of the interview will have any effect on the amount of pay you will receive.
8. Be on time. If necessary, drive to the location on a date before the interview to familiarize yourself with the correct route.
9. Take an extra copy of your résumé.

KEEPING A JOB

MAINTAINING A GOOD IMPRESSION

1. Be loyal to your employer.
2. Be punctual—because everyone else is late is no excuse for your being late. Be a leader and not a follower.
3. Be regular in attendance.
4. Follow instructions carefully.
5. Keep your eyes and ears open.
6. Ask intelligent questions when necessary and be eager to learn from the experience of others.
7. Expect rather routine assignments at first, realizing that you must demonstrate your skills before being given increased responsibilities.
8. Remember that you are on a cooperative assignment to learn as much as possible, not to tell other how little you know.
9. Energy, enthusiasm, interest and initiative help to get and hold jobs. Doing things better than anyone else can do them always attracts the favorable attention of your employer and results in greater security of employment and more rapid progress.
10. Willingness and ability to assume responsibility and discharge it will not only develop confidence in the individual, but leads the way to advancement. When you have completed one task, look

for something else to do. You can frequently fill in at other jobs and become a valuable cog in the wheel. One of the greatest complaints employers have is that co-op students do not go on to a second job after finishing the original assignment.

11. Create a good “co-op image” for yourself and for those who will follow you. Good grooming and neatness make lasting impressions upon participating employers.
12. A student’s primary responsibility during the job period is to do his/her job well. All of the other learning that is possible—knowledge of the community, managing to live on a budget, developing responsible living habits, learning to work in harmony with others—are all valuable by-products of off-campus experience. The objective of industry is production.

Co-op is more than just a job. It combines classroom learning with practical on-the-job experience. It enables students to apply the theories and skills learned in the classroom to job situations and prepares them to meet the challenges encountered in the world of work.

GRADING OF COOPERATIVE EDUCATION WORK EXPERIENCE

Your Cooperative Learning Grade consists of the following:

a. Attendance (Total Hours Worked) Assessment:	700 pts
b. On-Site Evaluation Assessment:	100 pts.
c. Mid-term Evaluation Assessment:	100 pts.
d. MLO 1 Assessment:	200 pts.
e. MLO 2 Assessment (if applicable):	200 pts.
f. MLO 3 Assessment (if applicable):	200 pts.
g. Employer Evaluation of Student Assessment:	200 pts.
h. Student Self-evaluation Assessment:	100 pts.
i. Faculty Coordinator Assessment:	200 pts.
Total Points	2000 maximum

Grading Scale (7 point Scale):

3 MLOs:	A = 1860-2000	B = 1700-1859	C = 1540-1699	D = 1400-1539	F = <1400
2 MLOs:	A = 1674-1800	B = 1530-1675	C = 1386-1529	D = 1260-1385	F = <1260
1 MLO:	A = 1488-1600	B = 1360-1487	C = 1232-1486	D = 1120-1231	F = <1120

Factors to be considered when awarding this portion of the grade would include the following. Did the student:

- complete his/her self-evaluation in the workbook?
- meet all required deadlines?
- turn in a workbook free of spelling and grammatical errors?
- provide all signatures?
- complete each individual section of the workbook?
- demonstrate professional growth and understanding in applying skills and knowledge in the workplace

MEASURABLE LEARNING OBJECTIVES

WHAT, WHY AND HOW?

WHAT DO WE MEAN BY MEASURABLE LEARNING OBJECTIVES?

Measurable Learning Objectives (MLOs) refer to a set of statements that clearly and precisely describe what it is that you intend to accomplish during your work term.

WHY HAVE LEARNING OBJECTIVES IN A CO-OP PROGRAM?

Cooperative Education is primarily an academic program. Credit is granted not for working but for learning that occurs as a result of working. Measurable Learning Objectives (MLOs) are the most effective method yet devised to assess the extent and value of this learning.

HOW MANY MLOS SHOULD I DEVELOP FOR MY CO-OP?

The minimum requirements are:

- One (1) MLO for COE 111 or COE 121
- Two (2) MLOs for COE 112
- Three (3) MLOs for COE 114

Consult with your faculty coordinator to determine his/her specific requirements for MLOs.

HOW DO I DEVELOP AND WRITE MY OWN LEARNING OBJECTIVES?

Start by carefully reviewing your job, noting areas where you feel you can gain new skills, increase your knowledge or improve your attitudes or feelings. It is important that you avoid broad general statements and confine your objectives to those that can be accomplished during a single term.

Typically, an MLO combines four major variables to form a single sentence. The variables or components are ACTIVITY, FORECAST, TIME FRAME, and EVALUATION. The activity is the desired outcome or expected achievement, the forecast is the proposed level of accomplishment, the time frame is the expected completion date and the evaluation is the stated method of measurement.

EXAMPLE:

By the end of the semester (TIME FRAME)
I will design and build a new chair (ACTIVITY)
that meets company construction specifications (FORECAST)
as evaluated by my job supervisor (EVALUATION).

A very important element in the development of MLOs is often called the ACTION WORD. There are two such action words used in the example above (design and build). Action words are found in all MLOs because they lead to measurable outcomes. Other examples of action words are: demonstrate, describe, develop, draw, discuss, operate, perform, summarize, recognize, etc.

Some important things to remember:

- *Avoid broad, general objectives; make them specific and as measurable as possible and try to confine them to those that can be accomplished during the semester.*
- *Be sure you have enough knowledge, skill, time and freedom at work to accomplish your objectives with the semester's time period.*
- *Indicate the level of achievement which you expect to obtain, expressed whenever possible in numerical terms. (Example: Increase keyboarding speed by 15%)*

**CO-OP STUDENTS
ESTABLISH
PRODUCTIVE WORK
HABITS AND
ATTITUDES, ENHANCE
THEIR ACADEMIC AND
OVERALL COLLEGE
EXPERIENCE
THROUGH THE
APPLICATION OF
CLASSROOM LEARNING
TO THE WORKPLACE.**

EXAMPLES OF POOR MEASURABLE LEARNING OBJECTIVES

"I will become a better sales person."

"I will learn how to use computers in a work environment."

"I will help wire a structure for light fixtures."

EXAMPLES OF EFFECTIVE MEASURABLE LEARNING OBJECTIVES

"By the end of the semester, I will perform the duties of a party chief to the satisfaction of my employer."

"By the end of the semester, I will draw maps in accordance with NCGS 47-30 as evaluated by my supervisor."

"By the end of the semester I will perform computations and calculations to reduce field data for surveying jobs as judged by my employer."

"By the end of my co-op term, I will be able to demonstrate proper body mechanics and be able to set up customers on the strength training system in a manner that meets the standards of my supervisor."

"By the end of the semester, I will be able to read, evaluate, and grade student's legal research papers under the supervision of and to the satisfaction of my supervisor."

"By the end of the semester, I will prepare and fill all sections of a divorce pleading that meets office specifications, as evaluated by my supervisor."

"By the end of the semester, I will master the art of speaking with clients on the phone and taking appropriate and complete messages that meet office specifications, as evaluated by my supervisor."

"By the end of the semester, I will be able to schedule patient consultations per the doctor's request, discharge patients with all necessary medical forms for medications and instructions, and break down the patient's chart book upon discharge to include taking the patient out of the hospital's computer system as evaluated by my supervisor."

"By the end of the semester, I will be able to accurately balance charges and payments for each doctor at the end of the day."

"By the end of the semester, I will seek out foundations and other possible sources of funding for a program addressing the needs of the older adult substance abuse population as evaluated by my supervisor."

"By the end of the semester, I will demonstrate knowledge in observing behavior and recording significant observation in descriptive form, this will be evaluated by my supervisor."

"By the end of the semester, I will demonstrate a working knowledge of the host agency/institution by submitting an outline that includes mission statement, services, fees, and referral sources as evaluated by my supervisor."

"By the end of the semester, I will demonstrate increasing levels of skill in recording and interpreting observations of children in the classroom as evaluated by my supervisor."

"By the end of the semester, I will plan, facilitate, and document an extended learning experience for children as evaluated by my supervisor."

"By the end of the semester, I will be able to work safely and follow safety guidelines set forth by my company as evaluated by my supervisor."

EMPLOYER & FACULTY RESPONSIBILITIES

EMPLOYER PARTICIPATION AND RESPONSIBILITY

There is an increasing need for industry and education to combine their resources in order to enhance the development of individual careers. One way of developing careers and preparing the types of workers needed by industry is through the Cooperative Education program. Cooperative education is practical and it is good for business. Employers in business and industry should look at cooperative education in a practical. They want to provide a meaningful work experience to the student while receiving a return for the dollars they invest. Listed below are several areas of responsibility for the employer:

1. The employer must become involved in the planning of sequenced learning activities for the student, set up a plan to carry out the supervision of the student, make a commitment to the accomplishment of the student's learning objectives, and set up an effective communication system with students to avoid problems.
2. The employer should provide a successful orientation of the student to the work assignment and related personnel; encourage the student to discuss his/her co-op program with his/her supervisor; provide information concerning the company's function especially the student's role in the company.
3. The employer should establish a feedback system to determine the student's performance and progress through regular communication with the faculty co-op supervisor and with regular meetings with the student.

EMPLOYER EVALUATION INSTRUCTIONS

1. The faculty coordinator will interview the employer/supervisor during a mid-term site visitation. One objective of that interview will be to document the employer/supervisor's response to questions concerning the student's performance on the co-op.
2. At the end of the semester, the employer should complete the "Employer's Evaluation of Co-op Student" form on page 12. This should be completed as objectively as possible by the student's direct supervisor.
3. The employer is asked to certify the student time/wage report on page 11 as being accurate.
4. After the evaluation is completed, the workbook should be reviewed with and returned to the student. It is then the student's responsibility to complete the self-evaluation on pages 13-15 and return the workbook to the faculty co-op supervisor before the last day of the semester.

FACULTY PARTICIPATION AND RESPONSIBILITY

In order for the primary objective of cooperative education to be met, the faculty must be actively involved in the cooperative education program. The faculty has the responsibility for updating curriculum content in an effort to minimize the gap between classroom theory and the realities of the world of work. Therefore, the faculty may be involved in the following areas:

1. Conduct an orientation to the co-op experience that clearly communicates student expectations and responsibilities.
2. Approve the cooperative work assignments.
3. Recommend students eligible to participate in the co-op program.
4. Participate in the evaluation process by making on-site visits, conducting mid-term student evaluation, and determining final course grade.
5. Maintain contacts with employers and students
6. Review and verifying student work records
7. Assist in the development of measurable learning objectives for the work experience
8. Ensure the completion of all required forms and worksheets for co-op credit

Cooperative Education Forms & Worksheets

Checklist for a Successful Co-op

Providing complete and accurate documentation of your cooperative learning experience is essential for earning co-op course credit. Documenting your cooperative learning experience requires the completion of several activities, worksheets, and forms. Your faculty coordinator is the person who will assist you with your co-op experience and answer questions you may have about the various activities you will be documenting.

The forms that you are responsible for initiating and/or completing follow in the remainder of this Guidebook. To ensure the timely completion of your cooperative learning experience, it is suggested that you follow the checklist below for organizing and documenting your co-op:

Prior to the start of the semester:

- Register for appropriate co-op with your advisor
- Receive *Cooperative Education Student Guidebook* (this booklet) from advisor
- Secure co-op employment site
- Complete Cooperative Education Application, **page 22**
- Employer provides Job Description or completes Job Description Form, **page 21**

First week of the semester:

- Meet with Faculty Coordinator to complete Co-op Orientation
- Complete Cooperative Education Agreement (with Employer and Faculty Coordinator), **page 20**
- Read complete the Cooperative Education Release Agreement, **page 19**
- Complete Measurable Learning Objectives Worksheet (with Employer and Faculty Coordinator), **page 17 or 18**
- Submit all forms and worksheets completed to this point to the Faculty Coordinator
- Begin work at Cooperative Learning employment site
- Begin recording hours work on the Time/Wage Report, **page 11**

Mid-Term in the semester:

- Complete the Student Mid-term Evaluation Worksheet, **page 16**
- Meet with Faculty Coordinator for mid-term evaluation and to discuss co-op progress

Last week of the semester:

- Complete Student Self-evaluation Worksheet, **pages 13-15**
- Have employer complete and sign Employer Evaluation of Student Worksheet, **page 12**
- Record final hours on Time/Wage Report and have employer to sign, **page 11**
- Submit these forms to your faculty coordinator

STUDENT'S TIME/WAGE REPORT

To obtain proper academic credit, an account of time and days worked on the job must be recorded by each co-op student (including wages earned). This information is necessary for departmental records and is kept strictly confidential. It must be verified by the job supervisor each semester.

Student's name:	Total hours for semester:
Employer:	Total wages before deductions:

Month _____

WEEKS	S	M	T	W	Th	F	S	Total Hrs.	Weekly Wage

Month _____

WEEKS	S	M	T	W	Th	F	S	Total Hrs.	Weekly Wage

Month _____

WEEKS	S	M	T	W	Th	F	S	Total Hrs.	Weekly Wage

Month _____

WEEKS	S	M	T	W	Th	F	S	Total Hrs.	Weekly Wage

I certify that the above time report is a true statement of the hours worked during the indicated time period:

Student's Signature

Employer/Supervisor's Signature

Faculty Coordinator's Signature

EMPLOYER'S EVALUATION OF COOPERATIVE STUDENT

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him/her with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs or with individual standards.

RELATIONS WITH OTHERS

- Exceptionally well accepted
- Works well with others
- Gets along satisfactorily
- Has some difficulty working with others
- Works very poorly with others

DEPENDABILITY

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful or careless
- Unreliable

JUDGMENT

- Exceptionally mature
- Above average in making decisions
- Usually makes the right decision
- Often uses poor judgment
- Consistently uses bad judgment

QUALITY OF WORK

- Excellent
- Very good
- Average
- Below average
- Very poor

ABILITY TO LEARN

- Learns very quickly
- Learns readily
- Average in learning
- Rather slow to learn
- Very slow to learn

ATTITUDE-APPLICATION TO WORK

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence
- Somewhat indifferent
- Definitely not interested

1. Response to supervision
2. Knowledge of subject
3. Attendance & punctuality
4. Attitude toward work
5. Appropriate dress
6. Communication skills
7. Career potential in this field
8. Overall performance

	Poor 1	Marginal 2	Average 3	Good 4	Excellent 5

Grade you would assign student: A B C D F

Comments (Strengths, areas for improvement): _____

 Employer Signature

 Date

 Faculty Coordinator Signature

 Date

STUDENT'S SELF-EVALUATION WORKSHEET

Explain how you succeeded in meeting your Measurable Learning Objectives. Be specific. Use additional pages if required.

MLO 1:

MLO 2:

MLO 3:

Identify areas of significant job-related learning not included in the objectives.

Describe any significant positive or negative experiences that helped you learn during your co-op work assignment.

STUDENT'S SELF-EVALUATION WORKSHEET - Continued

Explain how your co-op work assignment has helped in your efforts to accomplish your career goals.

Describe ways that your supervisor contributed to your learning and professional growth.

Describe the training that was available.

Describe any feedback from your employer concerning your performance on the job.

STUDENT'S SELF-EVALUATION WORKSHEET - Continued

Would you accept a position with this employer after graduation? Why or Why not?

Would you recommend this position for other co-op students? Please explain:

Student Signature

Date

Faculty Coordinator Signature

Date Received

Mid-Term Evaluation Worksheet

Cooperative Education

Career Technologies Division

Southwestern Community College
447 College Drive · Sylva, NC 28779

Student Assessment

Date: _____

Student Name: _____
Last First MI.

Curriculum Program: _____

Course: COE _____ Section _____ FALL SPRING SUMMER 20_____

Employer: _____

Faculty Coordinator Name: _____

Mid-term evaluation was completed:

_____ In Person _____ By Telephone _____ Other (explain) _____

1. My co-op employment position is related to my program of study. Yes No
2. I have been able to achieve my Measurable Learning Objectives. Yes No
3. My employer provides adequate training and supervision so that I can perform my work responsibilities. Yes No
4. My current co-op employment position is helping me to achieve my career goals. Yes No
5. My supervisor has provided me with weekly feedback concerning my performance on the job. Yes No
6. My work responsibilities have challenged me. Yes No
7. The overall quality of my current co-op employment position is graded as:

Very Good Good Fair Poor Very Poor

If you mark "Very Good" or "Very Poor", please explain.

8. Describe any details of your co-op employment position that you believe your faculty coordinator should know:

Student Signature

Date

Faculty Coordinator Signature

Date

Student's Measurable Learning Objectives

Cooperative Education

Career Technologies Division

Southwestern Community College

447 College Drive · Sylva, NC 28779

(STUDENT PLACED WITH NEW EMPLOYER ONLY)

The Measurable Learning Objectives (MLOs) must clearly describe what you intend to accomplish during your work term. The MLOs must be reviewed by your supervisor (who can suggest modifications) during the first two weeks of the term and approved by your faculty coordinator. At the end of the work term, your supervisor will evaluate how well you accomplished each of the objectives. The suggested number of MLOs to complete is three (3).

MLO 1:

MLO 2:

MLO 3:

Student Signature

Date

Employer Signature

Date

Faculty Coordinator Signature

Date

Student's Measurable Learning Objectives

Cooperative Education

Career Technologies Division

Southwestern Community College

447 College Drive · Sylva, NC 28779

(STUDENT PLACED WITH CURRENT EMPLOYER ONLY)

Describe Your Current Job Responsibilities With Your Employer (attach additional pages if necessary):

New Responsibilities During Cooperative Education Placement:

The Measurable Learning Objectives (MLOs) must clearly be based on your new responsibilities that will be accomplished during your work term. They must be reviewed by your supervisor (who can suggest modifications) during the first two weeks of the term and approved by your faculty coordinator. At the end of the work term, your supervisor will evaluate how well you accomplished each of the objectives. The suggested number of MLOs to complete is three (3).

MLO 1:

MLO 2:

MLO 3:

Student Signature

Date

Employer Signature

Date

Faculty Coordinator Signature

Date

Release Agreement

Cooperative Education

Career Technologies Division

Southwestern Community College

447 College Drive · Sylva, NC 28779

I, _____, understand that I have been accepted for a Cooperative Education work assignment. The work and learn partnership will involve

Southwestern Community College and

_____ (employer). I acknowledge that the college will assume no financial responsibility in the event of any accident or illness suffered by said student as a result of the student's educational activities while enrolled in the Cooperative Education class at Southwestern Community College.

I also understand that I am personally responsible for seeing that arrangements are made through personal insurance or private funds to cover costs incurred for the medical, surgical, or emergency treatment of an accident or illness suffered while involved in the co-op partnership between the college and the employer.

The presence of the student's signature on this form acknowledges that the student understands the information stated in the release agreement.

This agreement must be signed at the time of the initial enrollment in the Co-op Program.

Student Signature

Date

Faculty Coordinator Signature

Date

Co-op Director Signature

Date

Agreement Cooperative Education

Career Technologies Division

Southwestern Community College
447 College Drive · Sylva, NC 28779

Student/Employee _____ Date _____

Student I.D # _____ Semester _____ Curriculum _____

COE _____ Section _____ Student _____

I Am Using My Current Employer: _____ Yes _____ No
Employer _____

Is This A Family Operated Business: _____ Yes _____ No

Supervisor _____ Phone _____
(Supervisor Evaluating Student's Co-op Work Experience Cannot Be Related to Student)

Employer Address _____

Faculty Coordinator _____ Phone _____

TERMS AND CONDITIONS

In consideration of the mutual benefits of the Cooperative Education Program, the college, the employer and the student agree as follows:

STUDENT: Agrees to develop well-planned measurable learning objectives in conjunction with the Faculty Coordinator and the employer in relation to the goals of his/her instructional program. Student also agrees to abide by the college's co-op rules and regulations and the employer and to immediately report to either the Co-op Director or Faculty Coordinator any problems occurring on the job or changes in job duties and responsibilities. Further, the student grants permission for the employer to discuss the student's progress with the Faculty Coordinator. Student also agrees to inform the college's Financial Aid Office of their co-op employment and to report the wages earned during the co-op work experience.

EMPLOYER: Agrees to provide the student with a supervised progressive work experience, assist the student in developing measurable learning objectives, provide orientation regarding company rules and regulations as well as inform student of company expectations. The employer further agrees to assure a safe and healthful working environment. Prior to the end of the semester employer will evaluate the student's progress and that time report reflects accurate hours worked. Employer further agrees to provide the student with a supervisor that is not related to the student.

COLLEGE: Agrees to assign a Faculty Coordinator to assist the student in developing measurable learning objectives and make periodic contact with the employer. Faculty Coordinator will also determine a grade for the completed co-op work experience and award college credit based on the student's job performance and completion of required reports.

NOTE: Current Job Description must be attached.

Student Signature _____ Date _____

Faculty Coordinator Signature _____ Date _____

Employer Signature _____ Date _____

Co-op Director Signature _____ Date _____

Job Description

Company Name:	
Division/Department:	
Location:	
Job Title:	
Reports to:	<i>Title:</i>
Type of position: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Intern/Temporary	

Purpose of the position / job summary:

Key Responsibilities:

–

Knowledge and skill requirements:

–

Education and training requirements:

– High school diploma or GED

Work experience requirements:

–

EMPLOYER SIGNATURE:	<i>Title</i>
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Application

Cooperative Education

Career Technologies Division

Southwestern Community College
447 College Drive · Sylva, NC 28779

Date of Initial Application: _____

Name of College: _____

Student Name: _____
Last Name First MI

Student I.D number: _____ **Phone:** _____

Present Address: _____
PO Box / Street

City State Zip

Permanent Address: _____
PO Box / Street

City State Zip

Curriculum Major: _____ **Faculty Coordinator:** _____

GPA: _____ **SHC Completed:** _____ **Projected Graduation Date:** _____

Co-op Employer: _____

Co-op Job Title: _____

Work Experience: (last position first)

Employer: _____ **Supervisor:** _____
Name of Business Name Title

Address: _____
PO Box / Street

City State Zip

Duties: _____

Date Employed: _____ **Full-Time:** _____ **Part-Time:** _____
Beginning Date Ending Date Years/Months Years/Months

Signature Student