WHAT IS COOPERATIVE EDUCATION?
• It is a program that helps you practice skills you have learned in the classroom in a real job setting.
• It is a credit course offered in most areas of study. Credit is given for learning in a worksite related to your major area of study.
• Credit can be earned regardless of whether you are paid or volunteering.
• It is a coordinated effort between a student, the college, and an employer to prepare a student for employment.

IDENTIFYING ELIGIBLE WORKSITES
• The worksite must offer experience which is directly related to your career goals.
• The work experience must provide an opportunity for new learning and skill development.
• A worksite supervisor must be available and willing to train, supervise, and evaluate you, and to communicate with the college representative.
• An instructor will visit the site one or more times during the term to review your work and talk to your supervisor. When possible, a brief conference with you and your supervisor is scheduled.
• Large, medium and small companies in the public and private sector hire students.
• You may already have a job which will qualify as a worksite.
• Employers are not obligated to hire a student. However, employment is sometimes offered after a successful Cooperative Education experience.
• Any career-specific part-time job is a potential Cooperative Education opportunity.

BENEFITS OF COOPERATIVE EDUCATION
FOR STUDENTS
• A chance to practice skills learned in class.
• An opportunity to learn things not taught in class.
• Work experience for a resumé.

FOR EMPLOYERS
• A source of enthusiastic and motivated workers for part-time or short-term activities
• An opportunity to pre-screen potential workers with no obligation to hire
• An avenue for direct input into college education and training

ENROLLING IN COOPERATIVE EDUCATION
1 Check with your instructor or a Jobs & Internships (J&I) Specialist to see if you qualify. In some cases, prior course work or a certain GPA are required.
2 You must have an approved worksite prior to being registered. Your instructor or a J&I Specialist can grant approval of a site.
3 Training Agreement and Learning Objective forms must be completed and returned to a J&I Specialist, usually by the third week of the term.
4 Seminar sessions, for which credit is given, may be required.
5 All Cooperative Education credits must be paid for at the current PCC payment rates and schedules.

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WORKERS’ COMPENSATION

- Students working at non-paid training sites are eligible for accident insurance, at no cost, provided by the college. You must be registered and the Training Agreement form must be completed and submitted to a J&I Specialist in order for the insurance to be in effect.
- In case of an accident, you must immediately notify the site supervisor and the J&I Specialist. Accident report forms must be completed for the college within 24 hours.
- If the employing agency provides insurance for volunteers, this should be indicated on the Training Agreement.
- Paid employees are subject to Workers’ Compensation laws.

WORK STUDY

- Sometimes Cooperative Education is confused with work study. Cooperative Education is an instructional program. Work study is a financial aid program in which eligible students are paid for working on campus or for a non-profit organization.
- If the work study job meets the guidelines for Cooperative Education, you may be able to earn academic credit. All Cooperative Education requirements must be met.

GRADING AND EVALUATION

- You must complete the agreed upon number of hours of work in order to earn credit.
- Training Agreement and Learning Objective forms must be on file with a J&I Specialist.
- The Employer Evaluation must be completed and must indicate completion of learning objectives and satisfactory job performance.
- For most curricula, Cooperative Education work experience is graded on a “pass/no pass” basis.
- Seminars are graded separately.

THE CO-OP SEMINAR

- Seminars are required for some programs.
- The curriculum is designed to help you develop skills which will enhance your success as an employee.
- Seminar students may have a weekly class meeting with an instructor. In some cases, students and the J&I Specialist plan an individualized set of assignments and there is no class meeting.
- Online seminars are offered in some programs.

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COOPERATIVE EDUCATION PROGRAMS

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<tr>
<td>Marketing</td>
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WRITING LEARNING OBJECTIVES

PURPOSE

Cooperative Education is a course that is customized for you and your worksite. The learning objectives outline what you will learn in the course.

You will discuss potential objectives with the worksite supervisor. You must ask, “What do I want to learn?” and the supervisor will determine if it will be possible to learn it on the job. Instructors, J & I specialists or supervisors may have suggestions for appropriate objectives.

CONTENT

Objectives may focus on various types of learning:

- Practicing skills and applying knowledge learned in class.
- Learning new skills or acquiring new information.
- Enhancing attitudes or motivation.

Duties or activities will be planned for each objective. What activities or duties will give you an opportunity to accomplish each goal? Objectives should be clear and specific. Consider how progress will be measured. At the end of the term the supervisor will be asked to evaluate whether you met the objectives.

A FEW EXAMPLES FROM VARIOUS WORKSITES

1. **Objective:** Perform automotive maintenance and repairs, servicing suspension and steering systems on light duty trucks and cars.
   **Activity:** Complete suspension and steering jobs under supervision of journeyman technician.

2. **Objective:** Increase client contact in the corrections field.
   **Activity:** Each week perform four interviews, and make a minimum of four telephone contacts.

3. **Objective:** Learn how the company writes the Scope of Work on a project.
   **Activity:** Assist in the development of a Scope of Work that is concise and incorporates protective inclusions/exclusions for a project.

4. **Objective:** Assess needs and desires of the client and evaluate site with regards to those objectives.
   **Activity:** Interview client and define design program. Measure and analyze site.

5. **Objective:** Practical, hands on experience with Windows set-up and tuning.
   **Activity:** Set up PC software, including upgrading printer drivers, setting or adjusting swap files, File Manager proficiency, application installation or activation.

6. **Objective:** Gain speed and accuracy in servicing brakes.
   **Activity:** Complete brake jobs under supervision of journeyman technician.

7. **Objective:** Assist office transition from Outlook calendar to Google calendar.
   **Activity:** Transfer currently scheduled events to Google calendar, and start scheduling all future office activities using Google calendar.
Instructor Signature Date

Student Information (Please Print)

Student Name: [Name]
Phone: [Phone]

Program/Instructor: [Program/Instructor]

Due Date: [Due Date]

Employer/Supervisor Information (Please Print)

Company/Agency Name (Print): [Company/Agency Name]
Address: [Address]
Phone: [Phone]

Supervisor’s Name (Print): [Supervisor’s Name]
Title: [Title]
Fax: [Fax]

Job Status: [Job Status]
Worksite: [Worksite]
Total number of hours to be worked in term to earn credit: [Total number of hours]

International Site: [International Site]

Please be advised that all PCC students enrolled in Cooperative Education are covered by Worker’s Compensation insurance for their work experience, unless they are still covered by their former employer. It is the student’s responsibility to notify the college of the date the student stops receiving compensation from their former employer.

Job Status: [Job Status]

What areas of work does the student need to improve? [What areas of work does the student need to improve?]

What are the student’s strengths? [What are the student’s strengths?]

Did the student meet the objectives? [Did the student meet the objectives?]

When completing this section of the evaluation, refer to the list of Learning Objectives the student was assigned for the term.

Has this report been discussed with the student? [Has this report been discussed with the student?]

OVERALL PERFORMANCE:

Plays ahead to re-arrange work schedule.

Is on time to work, remains until required hours are worked.

Is courteous and helpful with public/customers.

Practices businesslike habits.

Looks for ways to improve; is alert to new methods.

Keeps busy, looks for work to do. Completes job in minimal time.

Exhibits cleanliness, good hygiene.

Can adapt to working conditions, is flexible.

Able to follow and understand direction.

Uses care with equipment and materials.

Exhibits adequate knowledge learned in class or in training program.

Can work independently.

Exhibits independence, ability to work with little supervision.

Completes tasks in minimal time.

Can adapt to varying work schedules.

Able to follow and understand direction.

QUALITY OF WORK:

Uses care with equipment and materials.

Completion of required work is acceptable and credit is awarded, unless the work is unsatisfactory.

Attends scheduled work site regularly.

Arrives superintendently at or before described time.

Exhibits cleanliness, good hygiene.

Receives辗转. the student was assigned for the term.

Do the student meet the department’s expectations?

What is the student’s strongest work experience?

What areas of work does the student need to improve?

Would you reemploy the student in your own or another firm?

This evaluation has been completed by the student.

3. The Learning Objective form describes what the student can expect to learn from the work experience. See the inside of this brochure for more detail about writing objectives.

4. Program-specific forms may be required.

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