

# Cooperative Education

# STUDENT HANDBOOK



Seattle Central Community College

## **WELCOME TO THE COOPERATIVE EDUCATION PROGRAM!**

You have demonstrated an interest in improving your on-the-job performance by enrolling in Seattle Central Community College's Cooperative Education (or Co-op) Program. The key to your success in Co-op is you. Outlined below are a few strategies to ensure your experience is a successful one.

REVIEW all materials in your packet thoroughly. Failure to do so may seriously affect your grade. If you need additional explanation on either the content of your Student Handbook, or with any aspect of the process, please ask your faculty coordinator or the Co-op Office for clarification.

DEVELOP learning objectives that are realistic, applicable to your job, attainable, and measurable. At the end of your participation, you will be evaluated on how well you accomplished these objectives. A great deal of thought should be given to your learning objectives so they will be of benefit to you and your employer.

INITIATE contact with your faculty coordinator and submit course materials by the specified due dates. While it is true the majority of your grade is based on your supervisor's evaluation of your work performance, your faculty coordinator is also evaluating you on your ability to meet the due dates on the Time Schedule. Your faculty coordinator will determine the amount of points deducted for each late day.

ASK your faculty coordinator what his or her expectations are. For example: Do reports need to be a certain length? Is there anything else you expect of me? Always clarify the next step of the process with your faculty coordinator.

SUBMIT written materials that are of college-level quality. Unacceptable reports will be graded accordingly or returned to the student.

### **Policies and Procedures**

Please be aware that final grades will not be issued if any aspect of the program has not been fulfilled or if you have not completed the required number of hours. Our program policy is to issue an Incomplete until hours have been completed or course materials have been submitted. Faculty also have the option of issuing a NC (No Credit) or 0.0 (fail) if students have completed little or no coursework during the quarter.

Students must participate in the Co-op program for 8-11 weeks before credit is granted. If you are considerably late meeting any of your due dates, it may be necessary to re-negotiate the terms of your Time Schedule. This means it is possible you may not complete by the end of the quarter and will temporarily receive an Incomplete. For this reason, it is important to pay particular attention to the due dates on the schedule. Students have one quarter to clear an Incomplete.

Even though this is a continuous enrollment course, our program adheres to the course withdrawal policy established by the College. Students cannot drop after the "last day to withdraw" has passed and no changes can be made following the end of a quarter.

Student records will be kept on file for three years. Immediately following this time period, evaluation forms, final reports, etc. will be destroyed.

WE HOPE PARTICIPATING IN THE COOPERATIVE EDUCATION PROGRAM WILL ENHANCE YOUR COLLEGE EDUCATION AND PREPARATION FOR YOUR FUTURE PROFESSION. IF WE CAN BE OF FURTHER ASSISTANCE TO YOU, PLEASE CONTACT OUR OFFICE.

Cooperative Education Office Hours: 8:00 a.m. – 4:30 p.m., Monday through Friday

Telephone: (206) 587-6998

FAX: (206) 287-5529

E-mail: [kakato@sccd.ctc.edu](mailto:kakato@sccd.ctc.edu)

# LEARNING OBJECTIVES

WELCOME TO CO-OP! You will be required to develop specific goals or Learning Objectives each quarter you are enrolled in the Cooperative Education Program.

## **Question**

What is a learning objective?

## **Answer**

Learning objectives refer to a set of statements that clearly and precisely describe a result you want to accomplish during your work term.

- Objectives should be stated in terms of the results you want to achieve. Ask yourself, "What do I want to be able to do at the end of the quarter that I can't do now"? -OR- "What do I want to know at the end of the quarter that I don't know now"?
- Objectives should be specific, reasonable, achievable, and measurable.

## **Question**

Is there only one kind of learning objective?

## **Answer**

No. There are four types of learning objectives applicable to Co-op.

### Career Orientation Objectives

These relate to your career goal or career growth. They could include career exploration through informational interviewing, observation, reading, and special topic research. (Written reports are included if you choose this type of objective.)

### Skill Acquisition Objectives

These relate to developing new on-the-job skills or learning new tasks or concepts. They enable you to grow on the job, increase usefulness and improve performance.

### Skill Application/Development Objectives

These relate to improving or developing your current skills. You might find aspects of your job that you can improve upon, or specific problems in the work area to be solved with measurable results.

## Human Relations Objectives

These relate to improving communication and interpersonal skills that can create a more positive environment. You could choose to improve your ability to work with supervisors, fellow workers, customers, etc., or improve your communication skills through public speaking, one-to-one dialogue, or listening to others.

### **Question**

How do I write a good learning objective?

### **Answer**

By carefully reading the following steps, you will learn how to write an effective objective.

## **STEP ONE**

Decide **WHAT YOU WILL ATTEMPT TO ACCOMPLISH**. Use action words which will communicate what you intend to do. Examples of action words and ideas are listed below:

Analyze data ...  
Assume responsibility for ...  
Compile statistical data ...  
Create and/or Design new systems, plans, processes and methods of operation ...  
Cross-train with co-workers to learn ...  
Develop a working knowledge of ...  
Evaluate clients, programs, services, etc...  
Explain how ...  
Guide ...  
Implement new plans, procedures, or ideas ...  
Improve the quality of ... or skills in ...  
Increase level of output, amount of sales, etc...  
Learn new techniques, procedures, etc...  
Revise present policies, procedures, materials, methods ...  
Teach others to ...  
Train new employees, counselors, staff, etc...  
Write correspondence, reports, scripts, promotional brochures, manuals, etc...

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### **WHAT WILL YOU ATTEMPT TO ACCOMPLISH?**

I will learn how to manage my time effectively. By the end of the quarter I will be able to set priorities, establish manageable goals, meet deadlines, and accomplish more work in less time.

## **STEP TWO**

Decide **HOW YOU WILL ACCOMPLISH IT**. Explain how you plan to do what you said you would do. Examples of action words and ideas are listed below:

Receive training/instruction from my supervisor, co-workers or others.

Observe the task being performed by others.

Read/Study/Review reference manuals, tutorials, etc.

Research a subject area related to work or career goals.

Consult or Interview outside specialists.

Maintain a daily or weekly journal of activities.

Perform a task repetitively until it can be accomplished without supervision.

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### **HOW WILL YOU ACCOMPLISH IT?**

- A. Read Time Management by P. Turla and K. Hawkins.
- B. Maintain daily "TO DO" lists.
- C. Set-up a tickler file.
- D. Establish a "routine"; practice self-control and discipline.

## **STEP THREE**

Decide **HOW THE RESULTS CAN BE MEASURED**. Explain how your learning will be demonstrated and evaluated. Examples of action words and ideas are listed below:

Performance will be observed and evaluated by my supervisor.

I will produce a final product (report, notebook, journal, etc.) for evaluation.

My supervisor will evaluate my knowledge through questioning and/or testing.

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### **HOW WILL YOU MEASURE THE RESULTS?**

My supervisor will evaluate my ability to produce more work in less time. I will submit the following to my faculty coordinator:  
Daily "TO DO" lists, tickler file, and a short report outlining what I have identified as my own personal time wasters, as well as the timesavers I have implemented to do my job better and faster.

# LEARNING OBJECTIVE WORKSHEET

Write your objectives on the LEARNING OBJECTIVE WORKSHEET. Show the worksheet to your job supervisor, discuss the objectives, and revise them if necessary.

Schedule an appointment to meet with your faculty coordinator to review your objectives. If necessary, make your objectives more specific and measurable. Do not transfer the objectives to the AGREEMENT until your faculty coordinator has approved them.

***Remove worksheet from handbook before writing on it. Otherwise, writing will appear on your Learning Objective Agreement.***

## **OBJECTIVE 1:**

WHAT will you attempt to accomplish?

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HOW will you accomplish it? Steps to achieve objective:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

HOW will you measure the results?

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**OBJECTIVE 2:**

WHAT will you attempt to accomplish?

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HOW will you accomplish it? Steps to achieve objective:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

HOW will you measure the results?

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**OBJECTIVE 3:**

WHAT will you attempt to accomplish?

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HOW will you accomplish it? Steps to achieve objective:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

HOW will you measure the results?

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**OBJECTIVE 4:**

WHAT will you attempt to accomplish?

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HOW will you accomplish it? Steps to achieve objective:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

HOW will you measure the results?

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**OBJECTIVE 5:**

WHAT will you attempt to accomplish?

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HOW will you accomplish it? Steps to achieve objective:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

HOW will you measure the results?

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# SELF-EVALUATION REPORT

Write a report that summarizes your progress toward fulfilling the learning objectives you established at the beginning of the quarter.

Please keep in mind there is no right or wrong answer. The purpose of this report is for you to reflect on the learning that occurred this quarter.

For each objective, present the following information in the order given below. Discuss each objective separately. Be sure to thoroughly discuss **each** item before moving on to the next one.

1. Brief description of learning objective.
2. Why you chose this objective.
3. Steps you took to accomplish this objective.
4. Your evaluation of how well you accomplished the objective.
5. Factors you considered and used in evaluating your achievement.
6. Describe how the skills, or competencies acquired, will be useful to you in the future.
7. If you did not accomplish your objective, the reason for not doing so.
8. Include any other information you feel is relevant.

Your faculty coordinator will determine the length of your self-evaluation report. Reports are to be typed with a cover page that includes your name, course number, quarter enrolled, and the name of your faculty coordinator. The report will be evaluated using the following criteria:

1. Content/clarity of expression
2. Organization
3. Spelling, punctuation and grammar