

## **COURSE OUTLINE** **Cooperative Education IV**

### **Course Description**

HR 298. Cooperative Education IV. 2 to 6 hours credit. Prerequisites: HR 297 with a C or better, employed in a related field of major program of study or departmental approval. This course is the fourth in a series of four courses that will enable the student to demonstrate greater competence in work environment skills. The student will work a minimum of 75 hours throughout the semester for each credit awarded. Topics of special interest to the student will be developed.

### **Course Relevance**

The concepts learned in this class combined with the exposure to a real-world work experience will further enhance the student's ability to function productively in our society.

### **Required Materials**

Departmental-developed materials will be used. Other required textbooks will vary with the seminar topic.

### **Learning Outcomes**

The intention is for the student to be able to

1. Develop critical thinking skills regarding work based learning
2. Broaden the experiences and objectives achieved in the work environment
3. Progress in their career with various career development activities

### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Self-Concept
  - The student will engage in self-evaluation throughout the class and provide feedback on what he/she has learned through the assignments.
2. Effective Relationships
  - The student will demonstrate an awareness of the skills and behaviors associated with satisfactory relationships in a work environment.
3. Critical Thinking
  - The student will be able to identify and define a task, gather information, process the information according to the plan, generate and communicate an appropriate response.

Secondary skills (developed but not documented):

Health Management

Coping with Change  
Valuing Diversity  
Reading  
Computer Literacy  
Internet Use  
Time Management  
Teamwork  
Ethical Conduct  
Leadership  
Problem-Solving  
Writing  
Field-Related Technology

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Completion of a closing statement (self-concept rubric)
2. Completion of a professional characteristics evaluation and a training plan (effective relationships rubric)
3. Completion of an advanced portfolio which demonstrates mutually developed career development outcomes (critical thinking rubric)

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Self-assessment
  - B. Personal development
  - C. Effective relationships
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Workplace objective differences
  - B. Differences in professional characteristics
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Importance of learning objectives on the job
  - B. Different perspectives of personal growth
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Writing
  - B. Computer literacy
  - C. Critical thinking

### **Learning Units**

- I. Foundations of Cooperative Education
  - A. Advanced learning objectives
  - B. Guidelines for a supervisor
  - C. Student data sheet
- II. Self-assessment
  - A. Opening statement

- B. Resume
- C. Job description
- D. Time reports

III. Career development

- A. Advanced career development activities
- B. Monthly time reports

IV. Conclusion of Cooperative Education

- A. Advanced academic project
- B. Closing statement
- C. Monthly time reports
- D. Evaluations
- E. Completion of the advanced portfolio

**Learning Activities**

Independent study of various texts, case studies, professional journals, student presentations, department created documents and other materials as required by the Instructional Coordinator. The Instructional Coordinator is the facilitator of learning experiences with input from the supervisor at the work site.

**Grade Determination**

The student will be graded on completion of assessment tasks, the advanced portfolio, and other methods of evaluation at the discretion of the instructor.