

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

X Transfer Course X A.A. Degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: CE 100 Cooperative Education

UNIT VALUE: 1, 2, 3, 4

Unit Value/Semester Hours

The following formula is used to determine the possible number of units to be earned:

1. Each 75 hours of paid employment equals one semester of credit to a maximum of 300 hours equaling four semester hours;
2. Each 60 hours of non-paid employment equals one semester of credit to a maximum of 240 hours equaling four semester hours.

A maximum of 16 units may be earned in Occupational Cooperative Work Experience.

MINIMUM NUMBER OF SEMESTER HOURS: 60-300 hours

BASIC SKILLS REQUIREMENTS: Appropriate language and computational skills.

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: In order to participate in Occupational Cooperative Work Experience, students shall meet the following requirements:

1. Be a legally indentured or certified apprentice, or
2. During a regular semester, complete no less than seven units (summer session, one additional course) including Cooperative Education, or
3. While working on the alternate semester plan, have just completed seven units. Four units may be earned during regular or summer session, and
4. Have approval of the Cooperative Education certificated personnel.
5. Have occupational or educational goals to which, in the opinion of the certificated personnel, the Cooperative Education will contribute.
6. Pursue a planned program of Cooperative Education which, in the opinion of the certificated personnel, includes new or expanded responsibilities or learning opportunities beyond those experienced during the previous employment.

RECOMMENDED PREPARATION: None

SCOPE OF COURSE: The Occupational Cooperative Work Experience program is designed to coordinate on-the-job training and classroom instruction. Supervised employment is related to the occupational goal of the individual student. Employment may be on or off campus; the student may or may not receive pay, depending on where the work is performed. The Cooperative Education Coordinator will assist in obtaining jobs.

SPECIFIC COURSE OBJECTIVES: Many unique and distinct objectives can be found in Cooperative Education. Upon completion of the course, the following objectives will be achieved:

The Student:

1. Will be able to identify and recognize employment skills under actual working conditions;
2. Gains perspective and will conduct a survey on career goals through application of classroom theory to “real-life experience”;
3. Builds and will have increased self-identify and confidence as a worker through individual attention given by instructor-coordinators and employers;
4. Will test, identify, and analyze personal abilities in work environments;
5. will create and assess a more realistic approach to the job market;
6. Will judge if he/she has chosen the correct career path;
7. Will distinguish and gain a better understanding of human relations;
8. Will demonstrate knowledge of management by Objectives (MBO);
9. Will financially improve his/her status while learning on the job;
10. Will have acquired job skills so as to begin a career on the job;

The Employer:

1. May assume a more active educational role in the local community college;
2. Is provided with the opportunity to communicate business and industry’s needs to the college;
3. Benefits when supervisor/employee communications and relationships are improved;
4. Experiences lower recruiting and training costs since a pool of trained Cooperative Education students is able to move into permanent positions. Nationally, a large percentage of Cooperative Education students go to work permanently for their Cooperative Education employers after graduation.
5. Often has more motivated, enthusiastic employees because their work is evaluated and translated into college units;
6. Frequently experiences less employee turnover since adjustments to the job can take place during the Cooperative Education activity;

The College

1. Is able to develop a more active involvement with its community;
2. Enhances instruction through the refinement of student skills and knowledge in a business/industry or public agency setting;
3. Experiences lower attrition since students can finance their education and relate it to job requirements and advancement;
4. Has a cost-effective program in Cooperative Education which often results in students attaining full-time enrollment status;
5. Receives valuable, current input from business and industry concerning labor market conditions and implications for course and placement opportunities;
6. Utilizes business and industry facilities and equipment which extends educational opportunities beyond its normal resources;
7. Utilizes the skill and knowledge of outstanding individuals in business and industry in the training of students;
8. Improves intra-college communication on industry’s need among subject matter instructors, guidance personnel, and Cooperative Education instructor-coordinators and managers.

Community Advantages:

1. Cooperative Education provides an effective means of helping students become more productive workers;
2. The local economy can realize benefits from greater numbers of skilled workers;
3. Closer cooperation and understanding can be achieved between the community and the college;
4. Students tend to remain in the home community after graduation, thereby developing a more stable work force;
5. A process for direct input into the content of college programs and courses is provided.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE: Each semester, a student is required to formulate three specific objectives. These objectives must be written to identify new or expanded job-oriented learning. They will be reviewed and approved by the supervisor/employer and the instructor-coordinator. Objectives should be understandable, challenging, achievable, and measurable.

REQUIRED READING: Student handout which includes sequence sheet of events, requirements of Cooperative Education, manner in which learning objectives are to be determined and written, unit/work hour breakdown, Title V regulations concerning Cooperative Education, Employer's Guide to Cooperation, and other handouts which instructors may use.

SUGGESTED READING: Listed materials at Palomar College and local libraries and at the Cooperative Education offices:

Barlow, Laurence E. How to Sell Yourself "The Job-Seekers Bible". Lakeside, CA: VCA Publication, 2000.

Bennett, Robert L. Educational Work Experience in Cooperative Education. San Mateo, CA: Action Link, 1994.

Berlye, Milton K. Your Career in the World of Work. New York, NY: Howard Sams, Inc., 1997.

Chapman, Elwood N. Work Experience Survival Kit. Pacific Palisades, CA: Goodyear Publishing Co., 1996.

Farr, Michael, et al. The Work Book: Getting The Job You Want. Indianapolis, IN: Bennett & McKnight, 2001.

Fenwick, Dorothy C. Director of Campus-Business Linkages. San Diego, CA: Macmillan Publishers, 1993.

Kidwell, Will, et al. Getting The Job and Knowing Yourself. St. Louis, MO: McKnight Publishers, 2000.

Kimbrell, Grady. Individualized Related Instruction. St. Louis, MO: McKnight Publishers, 1998.

Mason, Ralph E., et al. Cooperative Occupational Education. Danville, IL: Interstate Printers & Publishers, 1998.

Richter, David J. Occupational Essentials. Philadelphia, PA: H. Johnson Press, Inc., 1996.

Schmidt, Peggy J. Making it on Your First Job. New York, NY: Avon, 2001.

Stadt, Ronald W. Cooperative Education: Vocational, Occupational & Career. Indianapolis, IN: Bobbs-Merrill Co., 1997.

Venn, Grant. Man, Education and Work. Washington, DC: American Council in Education, 1991.

Wanat, John A., et al. Cooperative Vocational Education. Chicago, IL: Chas C. Thomas Publishers, 1999.

U.S. Dept. of Labor. Selected Characteristics of Occupations Defined in The Dictionary of Occupational Titles. Washington, DC: Supt of Documents, 2002

Periodicals:

American Vocational Association. Vocational Education Journal. Washington, DC: AVA, Monthly

Cooperative Education Association. The Journal of Cooperative Education. Washington, DC: CEA, Tri-yearly

Supt of Documents. Occupational Outlook Handbook. Washington, DC: Supt of Documents, Annually

Supt of Documents. Occupational Outlook Quarterly. Washington, DC: Supt of Documents, Quarterly

REQUIRED WRITING: Enrollment application, Student Data sheet, Worksheet of Setting Learning Objectives, monthly reports giving status of learning objectives, Student Follow-Up Evaluation.

OUTSIDE ASSIGNMENTS: Visitations to library on current work experience texts (see “suggested Readings”)

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply:

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)

- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

<u>Total Points Earned</u>	<u>Letter Grade</u>
90 and Over	A
80 to 89	B
70 to 79	C
60 to 69	D
59 and Below	F

Points can be earned in the following categories:

<u>Item</u>	<u>Minimum Points</u>
A. Completed Student Data Sheet on Time	5
B. Student written Monthly Reports (five) and timely authentication of hours	25
C. Program Evaluation	5
D. Achievement of approved learning objectives, evaluated by supervisor, interpreted and graded (points) by instructor-coordinator; rating on individual objectives will be averaged to arrive at overall points: Outstanding - 55-60 Above average - 49-54 Satisfactory - 43-48 Limited - 0- 42	60
E. Punctuality and arrival for appointments	5
Total	100

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit: 4

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

58161 C 2 a & b

CONTACT PERSON: Bruce McDonough, Department Chairperson

SIGNATURE ON FILE