Cooperative Education at Skagit Valley College is a work-based learning program that helps students bridge the gap between classroom theory and practical work situations. **Students are responsible for finding their own work placements**, which may be paid or unpaid positions related to their field of study.

Cooperative Education combines college classes with relevant work-based learning experience to enhance the learning process and enable students to explore possible employment choices and improved knowledge of what skill or preparation is necessary for a successful career.

The student, faculty sponsor, employer and Co-op Ed Coordinator work closely together to ensure a successful learning experience. The only pre-requisite to participate in Cooperative Education 199 is faculty permission. The faculty can also tell you how many credits you need for your program.

**STUDENT RIGHTS AND RESPONSIBILITIES**

Skagit Valley College provides a drug-free environment and does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, or age in its programs and employment.

Cooperative Education students, as employees, are expected to follow the host employer’s rules and
regulations, unless a specific exception has been agreed upon. Students are expected to provide adequate notice if unable to attend work due to illness, or if the student accepts a position with another employer.

**COOPERATIVE EDUCATION HOURS/CREDIT OPTIONS**

College credit for work-based learning is generally considered to be about 50 hours of work for each credit earned toward your degree or certificate. In most cases, the time spent in the weekly seminars counts toward the total number of hours needed. Those students participating in the weekly online seminar will need to work fewer hours at the job site to complete their total requirements.

Most students have two choices for fulfilling Co-op Ed requirements:

| 30 hours of work per credit WITH participation in the weekly Online Seminar. | or | 50 hours of work per credit WITHOUT Seminar. (Mid-Term Paper instead) |

**30 Hours*/Credit Option:** In this option, college credit is awarded at the rate of one credit for every 30 hours of work during the quarter. For example, a student taking a three-credit Coop Ed-199 class must work 90 hours over the ten-week Spring Quarter. That averages to about 9 hours per week. Students choosing this option must also participate in a weekly online seminar facilitated by the Co-op Ed Coordinator. The Co-op Ed Online Seminar uses the Blackboard Learning System. Seminar begins on April 9th and runs for eight weeks. Each Friday, the Co-op Ed Coordinator will post a general workplace-related discussion topic. Students are expected to respond to the weekly topic and are expected to interact with other students participating in the discussion. All students will submit a final analytical paper and turn in all required evaluations and timesheets at the end of the quarter. (Please check Assignment Due Dates in this syllabus for more details).

**50 Hours*/Credit Option:** In this option, credit is awarded at the rate of one credit for every 50 hours of work over the quarter. For example, if you take a three-credit -199 class, you will be required to log 150 hours over the 10-week Spring Quarter. That is 15 hours per week on the job site. Students choosing this option are not required to participate in the online seminar. Instead, they will submit a mid-term analytical paper about their work experience so far. (See Midterm Paper under Paperwork for details on this assignment). All students will submit a final analytical paper and turn in all required evaluations and timesheets at the end of the quarter. (Please check Assignment Due Dates in this syllabus for more details).

*If you have already completed a previous quarter of Co-op Ed, check with the Co-op Ed Coordinator regarding your assignments and subsequent requirements.*
All students should complete an online Co-op Ed orientation prior to beginning their work based learning experience.

To complete the Co-op Ed Online Orientation, find it on the SVC Co-op Ed Web page http://www.skagit.edu/co-op. You’ll be asked to read the information, take a short quiz and email your answers to the Co-op Coordinator in order to receive credit for completing it.

There are seven assignments to complete and submit to earn credit for Cooperative Education. The first two must be turned in before any work is accomplished at the job site and both are due no later than the second week of the quarter. Assignments can be emailed, hand delivered, FAXed or sent via regular mail. There are advantages and disadvantages for each method so students should choose a delivery method that works best for them.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Learning Contract:</td>
<td>April 9, Friday</td>
</tr>
<tr>
<td>Learning Objectives:</td>
<td>April 9, Friday</td>
</tr>
<tr>
<td>Online Seminar: (for 30 hr/credit students only)</td>
<td>April 9 – June 4 (weekly)</td>
</tr>
<tr>
<td>Midterm Paper: (for 50 hr/credit students only)</td>
<td>May 4th, Tuesday</td>
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<tr>
<td>Final Analytical Paper:</td>
<td>June 8th, Tuesday</td>
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<tr>
<td>Supervisor Evaluation:</td>
<td>June 8th, Tuesday</td>
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<tr>
<td>Student Self Evaluation:</td>
<td>June 8th, Tuesday</td>
</tr>
<tr>
<td>Timesheets:</td>
<td>June 8th, Tuesday</td>
</tr>
</tbody>
</table>

GRADING

Co-op Ed is a graded class. Final overall grades are earned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 points</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 points</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 points</td>
</tr>
<tr>
<td>C</td>
<td>73-76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 points</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 points</td>
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<tr>
<td>D</td>
<td>63-66 points</td>
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<tr>
<td>D-</td>
<td>60-62 points</td>
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<td>E</td>
<td>59 points and below</td>
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</table>

Points are earned for completing the assignments as outlined on the next page. The small print that follows each assignment lists common ways students lose points on the assignment:

GRADING – 100 points possible

Complete Co-op Ed Orientation: 2 points

If you cannot complete the online orientation, contact the Co-op Ed Coordinator to
schedule a 1 on 1 orientation session.

**Learning Contract:** 5 points
Points are deducted for missing information, missing signatures, or unexcused lateness

**Learning Objectives:** 20 points
Points are deducted for missing signatures, and incomplete Learning Objectives or lateness

**Reflective Writing Component:** 20 points
(Online Seminar for 30-hour option or Mid-term Analytical Paper for students with the 50-hour option)
2 Points for fully completing each item listed on the analytical paper grading rubric (see midterm and final papers)
~2.5 Points each week for participating in the weekly online seminar via Blackboard Learning System.
Points are deducted for unexcused late papers or lack of seminar participation

**Student Self-Evaluation:** 15 points
Points are deducted for lack of content or incomplete or unclear answers
Points are deducted for late papers.

**Supervisor Evaluation or Web Design Evaluation:** 15 points
Points are deducted for tardiness, missing information or missing signatures.

**Final Analytical Paper:** 20 points
2 Points for fully completing each item listed in the analytical paper grading rubric.
Points are deducted for late papers.

**Timesheets:** 3 points
3 Points for submitting timesheet, signed by student AND supervisor, submitted on time with all required hours shown

Total points possible: 100 points

Please note: Strong emphasis is placed on timely submission of all assignments - including online seminar postings. Late assignments are subject to points deductions. If you have any questions regarding due dates or believe your circumstances warrant an extension or other consideration, please contact the Co-op Ed Coordinator immediately. As with any job or internship, communication is vital to success! Keep a copy of this syllabus handy so you can refer to it for instructions or due dates.

**FORMS AND PAPERWORK**

In addition to the Mid-Term Analytical Paper (for the 50-hour option students only) and the Final Analytical Paper, here is more information about the various forms that need to be submitted as assignments to receive credit for the 199 course.

**Assignments on designated forms:**

**Learning Contract.** The contract identifies the student and the host employer. The contract is a statement of agreement between you and the employer/host organization for you to do your Co-op Ed work experience at a specific agency/business. This is an easy assignment: just fill in the blanks. Be sure to list the Job Title AND a description of your duties. Don’t assume that I know what a sous chef does. (I don’t). Indicate which credit option (50 or 30 hours per credit) you’ve chosen and how many work hours you’ll need to earn the credits you’re seeking. The contract requires three signatures. You are responsible for obtaining the first two signatures prior to turning it in to me. I’l sign the Co-op Ed Coordinator line when I grade it. 5-points max.

**More assignments on designated forms:**

**Learning Objectives.** Other than finding the actual job placement, this can be the hardest part of the whole course. Unlike every other class you attended in college, you are now responsible for drafting your own learning objectives. The Co-op Ed Coordinator outlines how to create quality
objectives on the orientation web page. Everyone must develop at least two learning objectives plus a number of additional objectives equal to the number of credits the student is taking for their Co-op-199 class. For example, a three-credit 199 class will require 5 learning objectives. (2 + 3) Writing smart, goal-oriented objectives is a key part of the Co-op Ed experience and helps focus student learning during the work experience. Objectives must be related to your educational and/or career goals. Use the Learning Objectives Worksheet to develop your specific goals. This form must be signed by all relevant stakeholders just like the Learning Contract. I can make myself available to help you create your objectives and provide feedback if you need it. I can also provide you with examples of effective learning objectives from previous students in your field of learning. 20 points max. Note: Your Learning Objectives can become powerful résumé bullets very easily so it is to your special advantage to take some time to produce and achieve good quality goals.

Student Self Evaluation. Just answer the nine questions on this form. If there is not enough space for you to write everything you want to say, attach another paper. Answer the questions completely and clearly. Question #5 is of particular importance, so be certain to identify the skills you’ve gained or found necessary to have be successful in your chosen field of employment. These are skills you’ll want to emphasize on future résumés. 15 Points possible.

Supervisor Evaluation. The student is responsible for ensuring the employer completes this form and is returned to the Co-op Ed Coordinator. This completed form is worth 15% of your grade, so it important to make certain your work site supervisor completes it. Be sure your supervisor knows up front that he/she will be evaluating your performance in the areas of attitude, dependability, quality of work, skills, and achievement of learning objectives among others. 15 Points for this assignment.

Note: MIT students will use the Web-Design Evaluation form instead of the Supervisor Evaluation.

For full points the form MUST be signed by both student AND supervisor. Many students get the form back from their supervisors but forget to sign it before turning it in to me…don’t be one of those students.

Web-Design Evaluation (for MIT students). MIT students creating or redesigning a website for a client will need to turn in this evaluation of the website s/he has created or redesigned. The evaluator needs to be identified at the outset of the project. This could be your client; supervisor; MIT faculty or the Co-op Ed Coordinator.

Time Sheets. NO CREDIT WILL BE GIVEN WITHOUT TIMESHEETS. This is your documented proof that you worked the required amount of hours. If you are unable to complete your hours by June 8th (when time sheets are due), contact the Co-op Ed Coordinator as soon as possible so arrangements can be made to ensure you receive your proper credits. The timesheet MUST be signed by your supervisor.

All necessary forms are available in the Counseling & Career Services Office in the Campus Center Building or you can download them on-line. Go to the Cooperative Education web site and click on the link marked Syllabus and Forms to gain access to all the downloadable forms you need (Learning Contract, Learning Objectives, Supervisor Evaluation, Time Sheet & Student Self Evaluation). There are additional helpful guides and documents on that web site so it is a good idea to check it out. You’ll find a Co-op Ed APA Term Paper Guide and MS Word templates for the Mid-Term and Final analytical papers.
WEEKLY ONLINE SEMINAR

The weekly online seminar begins on April 9, 2010 and runs for eight weeks until June 4th. To participate in the seminar, login to the Blackboard Learning System using the following method:

- From any Internet capable computer, point your browser to [http://skagit.blackboard.com](http://skagit.blackboard.com) to gain access to the Blackboard Learning System Login page.
- Click the “User Login” button.
- Enter your Username in the space provided: *This will normally be your first initial, full last name and last four digits of your SVC Student ID number* (e.g. jjolly1234).
- Enter your password in the appropriate space provided: *Your default password is created from a combination of your birthday, first and last names. i.e. Birthday: 01/01/1980; Name: John Smith. Your password would be 010180JoSm.*
- Click the [Login](http://skagit.blackboard.com) button.

On the Welcome page, click on the Cooperative Education 199 course in the “My Courses” window. If you don’t see Cooperative Education 199 as one of your course options, contact the Co-op Ed Coordinator so he can ensure you are on the class roster. Take some time to explore the site. There are sections with valuable information all over this virtual classroom. Be sure to visit the Discussion Board to participate in the weekly discussion topics. To get to the Online Weekly Seminar, click the Discussion Board button along the left side of the page. Your weekly discussion topics will appear in the forum column. The weekly topic of discussion will appear each week beginning on April 9th. Your assignment is to respond to the topic before the following Friday. You are encouraged to respond to other students’ postings as well as their comments to you.

TERM PAPERS

“*Term papers!?! What are term papers doing in a work-based learning class?*”

This is a common reaction to the amount of writing involved in Co-op Ed. Don’t despair, it’s not as bad as it seems. A major part of the Cooperative Education process is the student’s reflection about what they’ve learned while performing for real in an occupation they’ve been training for. Students are asked to reflect in writing upon the skills and knowledge – gained in the classroom – that were necessary and applied in real-world work situations. This reflection takes the form of an analytical paper. As you can imagine, SVC Co-op Ed students have various levels of experience and expertise in writing college-level papers. There is also a difference in writing experience that comes with certain degree programs, in other words, one might expect to do more writing as a Paralegal or an Environmental Conservationist than they would as a Welder or Culinary Arts graduate. Some students have completed a few English composition courses and are familiar with MLA or APA styles and others haven’t written much more than a grocery list. To help standardize the wide range of quality in Co-op Ed analytical paper submissions, the Co-op Ed Coordinator has provided some very useful tools to help make composing, formatting and submitting your analytical paper(s) as easy as possible while still meeting the requirement for the student to articulate their review and reflection of their Cooperative Education experience.

There are two commonly-used methods to produce professional papers:

**MLA.** Modern Language Association style is most commonly used to write papers and cite sources within the liberal arts and humanities.
APA. American Psychological Association style is most commonly used to write papers and cite sources within the social sciences.

My experience and preference is the APA style so I have provided a Co-op Ed APA Term Paper Writing Guide that is available for viewing and download on the Co-op Ed web site, under Syllabus & Forms. It will give you some basic information about creating a professional paper and some tips to make your submissions better and more effective.

In addition, I have provided MS Word templates for both the Midterm and the Final Analytical Paper that you can download. These templates are already configured in APA style with the proper margins, spacing and formatting. By using these templates you can concentrate almost completely on content and be less concerned about format. Thanks to these templates, your term paper is already half done before you start.

I also include copies of the grading matrix in this course syllabus that I will use to grade and evaluate your analytical papers. There are six areas graded for content and four areas for format. If your paper contains all the elements for any of the ten areas, you’ll receive 2 points for each. If you provide some, but not all of the elements, you’ll receive 1 point. If you fail to address the area at all, you get a zero for that area. The total scores are added and the final number (max is 20) is your grade.

Note that using APA style is only a small part of your format score so even if you decided to write your paper without using the templates or APA style, you’ll only lose a maximum of 2 points. It’s not mandatory to use APA, just be sure that you’ve addressed all the other areas completely and you’ll receive a good grade. There is a grading matrix for the midterm paper and one for the final paper.

If you will complete all your work hours before the middle of the quarter when midterm papers are due, contact the Co-op Ed Coordinator to discuss your options for combining the midterm with the Final Analytical Paper. Students opting for the 30 hours/credit option use the weekly online seminar for their reflective writing component.
Mid-Term Paper: Due May 4, 2010

Ensure that your analytical paper addresses the following questions:

- **What are you doing on the job?** (Duties & Responsibilities)
- **What new skills are you learning?** (Either new skills learned or current skills utilized)
- **What progress have you made toward completing your learning objectives?** (State you progress toward accomplishing your Learning Objectives)
- **Have you received any insight regarding workplace issues such as: communication, conflict-resolution, management styles, dealing with co-workers, safety, ethics, etc.?** (If so, tell me about it)
- **How are you applying classroom learning to your work experience?** (This a key reason for doing Co-op Ed so be sure to address this one thoroughly)

The following matrix will be used for grading the **Content** and **Format** of the Mid-Term Paper:

- 0 points = Not present
- 1 point = Present but incomplete
- 2 points = Complete

<table>
<thead>
<tr>
<th>Content</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student clearly describes their duties and responsibilities as an employee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student indicates new skills that are being learned or cites current skills that are being exercised by this Co-op placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student clearly indicates what level of progress has been made toward accomplishing their Learning Objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student describes any insight gained regarding workplace issues such as, communication, conflict resolution, management styles, dealing with co-workers, safety and workplace ethics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student provides an example of the application of classroom learning in the workplace environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content fulfills all the requirements of the assignment.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Format</th>
<th>Comments</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>The assignment is formatted according to the specifications given in the Co-op Ed syllabus and provided template. (APA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of the writing assignment is clear and easy to follow. It contains an introduction, main body and conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The spelling, punctuation, and grammar on the writing assignment are accurate.</td>
<td></td>
<td></td>
</tr>
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<td></td>
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</table>

- **Content Points**
- **Technical/Format Points**

Mid-Term Papers may be dropped off at the Co-op Coordinator’s office, mailed, e-mailed as a Word document or FAXd. Send the email to James.Jolly@skagit.edu. FAX number is (360) 416-7676
Final Analytical Paper: Due June 8, 2010

Ensure that your analytical paper addresses the following questions:

How did you accomplish your learning objectives? (Be sure to re-state your Learning Objectives and clearly demonstrate your analysis of your work experience)

If you were unable to complete these, explain why not and indicate what you did to replace unmet objectives with new or more relevant goals. What new or unexpected objectives did you fulfill? (You must replace any unobtainable goals with revised goals.)

How would you now rate your skill level with each objective area? (You choose the rating system... 1-10; 1-5 stars; poor-fair-excellent; others?)

Reflecting on your work experience, do you understand the purpose and concept of Co-op Ed?
Please express your understanding in writing. (If you didn’t really understand the purpose of this requirement for your degree, please indicate what questions you have.)

The following rubric is used for grading the Content and Format of the Final Analytical Paper:

<table>
<thead>
<tr>
<th>Content</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assignment clearly re-states the Learning Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content clearly demonstrates the student's reflection and analysis of their Co-op Ed experience.</td>
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<td></td>
</tr>
<tr>
<td>All Learning Objectives were accomplished or replaced with revised or updated objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides self-rating of skill level for each objective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student demonstrates an understanding of the purpose and concept of Cooperative Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content fulfills all the requirements of the assignment.</td>
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</tbody>
</table>

Content Points

<table>
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Technical/Format Points

Total Score  

Final Analytical Papers may be dropped off at the Co-op Coordinator’s office, mailed, e-mailed as a Word document or FAXd. Email: James.Jolly@skagit.edu, FAX: (360) 416-7676

Plagiarism Definition
Plagiarism is presenting as one’s own, intentionally or not, someone else’s words, ideas, conclusions, images, or data, without specific acknowledgment. This includes, but is not limited to presenting the source’s language without quotation marks (with or without citation); paraphrased language that is not cited; and/or language that is cited, but insufficiently paraphrased.

If students have questions about citation, acknowledgement, paraphrasing, or specific course standards related to plagiarism, they should consult with their instructor BEFORE submitting assignments that may contain questionable material.

Consequences
If it is determined that a student plagiarized any portion of an assignment, s/he can receive a failing grade for the assignment. S/he will fail the course in which the plagiarism occurred if the course instructor determines that the plagiarism is repeated or serious in nature. In these cases, a student has the right to appeal the course grade via the student grievance process. Since plagiarism is a violation of the Code of Student Conduct, all incidents of plagiarism on which an instructor takes action are reported to the office responsible for student discipline. The college may take disciplinary action in addition to any academic penalty assigned by instructors. If a student is found responsible for repeated or serious plagiarism offenses, s/he may be suspended or expelled from the college in accordance with the Code of Student Conduct, WAC 132D-120-080. Disciplinary decisions may be appealed via the disciplinary appeals process described in the Code of Student Conduct, WAC 132D-120-230. The Skagit Valley College policy on plagiarism can be seen online at http://www.skagit.edu/plagiarism.

SITE VISIT:
Once I’ve received your Learning Contract, I will send a welcome letter to your employer, thanking them for supporting our program and our students and I will explain what the employer can expect from you and the college. If possible, I will also conduct a worksite visit sometime during the quarter. The student is not responsible for arranging this visit. I will take care of arranging the site visit. Site visits are usually rather brief (15-20 minutes) and may be conducted by telephone. You may or may not be present when the visit is conducted. If you prefer to be present during my site visit, please make that known to me.

Good Luck!

Jim Jolly

What do you need to do to successfully complete a Cooperative Education class?

- Get Permission from your Faculty Chair or Sponsor.
- Determine the number of credits you need to earn for the quarter.
- Register for the appropriate class.
- Complete a Cooperative Education Orientation session (live or online).
- Find a suitable paid or unpaid internship placement on or off campus.
- Complete and turn in a Learning Contract (must be signed by relevant stakeholders).
- Create and submit all Learning Objectives for the quarter (must be signed by relevant stakeholders).
- Begin working for your Co-op Ed employer…do a good job and don’t forget to smile.
- Complete reflective writing components of the Co-op Ed experience.
- Complete and turn in all Co-op Ed assignments on time.

“Tell me and I forget, teach me and I remember, involve me and I learn” – Benjamin Franklin