NEW RIVER COMMUNITY COLLEGE  
DUBLIN, VIRGINIA  

COOPERATIVE EDUCATION  
COURSE PLAN  
FALL SEMESTER 2009  

I. Course Description

COOPERATIVE EDUCATION IN MARKETING OR BUSINESS MANAGEMENT, 1-5 CREDITS. Supervised on-the-job training for pay in approved business, industrial and service firms coordinated by the college's Cooperative Education office. Application to all occupational-technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours. May be repeated for credit variable hours.

II. Introduction

Cooperative Education provides an excellent opportunity for the student to integrate and bridge classroom and textbook theory with vital work experience. In so doing, the student becomes a more valuable employee while developing documented occupational proficiencies that enhance one's promotional and employment opportunities. The student who takes full advantage of the opportunities provided by a cooperative education experience can make giant strides towards reaching their employment and career goals.

III. Responsibilities

Of The Student:

As this academic option doesn't require classroom attendance or textbook readings, the student has significant responsibilities to generate documented educational/occupational proficiencies consistent with traditional classroom obligations.

1. It is generally recognized that 3 semester hours of academic credit requires 45 hours of classroom activities supplemented by 90 hours outside the classroom fulfilling readings and assignments associated with the class. Cooperative education, while not traditional in the sense of sitting in the classroom, still requires that the student spend the same amount of time completing their cooperative education objectives. It is the students' responsibility to document the time and energy spent completing their semester cooperative education objectives in whatever manner they deem appropriate. I encourage you to maintain a weekly time diary to document the time spent on Cooperative Education activities.

2. It is the student’s responsibility to MEET WITH OR MAKE CONTACT VIA EMAIL OR BY PHONE AT LEAST THREE TIMES WITH THEIR COOPERATIVE EDUCATION COORDINATOR to discuss progress and obstacles to the completion of their objectives. I would recommend the following course of action:

   a. Meet with me prior to submitting cooperative education goals/objectives forms to discuss the nature and substance of those activities the student will undertake for Cooperative Education credit.
b. Meet with or contact me either in person, via email or phone midway through the semester for a progress report on the completion of Cooperative Education objectives.

c. Meet with me either in person, via email or phone prior to the exam week to report on completion of Cooperative Education objectives and to submit a student portfolio that documents the results generated by the Cooperative Education objectives.

3. It is the student’s responsibility to MEET WITH THEIR JOB SUPERVISOR AT LEAST THREE TIMES THROUGHOUT THE ACADEMIC SEMESTER TO DISCUSS PROGRESS IN THE COMPLETION OF THEIR JOB OBJECTIVES. I would suggest the following course of action:

a. Meet with job supervisor after your discussion with me to finalize Cooperative Education objectives.

b. Meet with job supervisor midway through the semester to bring them up-to-date on progress toward completion of objectives.

c. Prior to the exam week, meet with job supervisor to document completion of Cooperative Education objectives and have him/her complete the evaluation form.

4. Complete and submit all forms required by the specified due date as detailed in Appendix A.

a. I strongly encourage **all forms be word-processed/typewritten** when submitted to the Cooperative Education Coordinator.

**Of The Cooperative Education Coordinator:**

1. To advise and counsel the students in the development of challenging and academically relevant Cooperative Education objectives.

2. To be available to meet with students to discuss progress and obstacles associated with Cooperative Education assignment.

3. Discuss with job supervisor student work habits and successful completion of identified objectives.

**Of The Job Supervisor:**

1. Assist student in the establishment of challenging and occupationally rewarding Cooperative Education objectives.

2. Create an environment whereby the student can reasonably be expected to complete Cooperate Education assignment.

3. Meet with faculty coordinator to discuss student performance relative to Cooperative Education activities.

4. Complete and submit Cooperative Education evaluation forms at the end of the academic semester.
IV. Evaluation

Your evaluation and subsequent grade will depend on the following criteria:

30 points - The quality, substance, challenge and relevance of the Cooperative Education objectives established by the student.

20 points - Completing and submitting Cooperative Education forms required by Ron Chaffin in a professional and timely manner as prescribed in Appendix A.

20 points - Initiating and completing three personal visits with faculty coordinator throughout the academic term.

30 points - Development and submission of a portfolio that documents the activities and results associated with the clock hours spent on the completion of Cooperative Education objectives. See Appendix B for specific responsibilities that must be documented and included in the portfolio.

V. Grading Scale

91 - 100 = Excellent  
81 - 90 = Above Average  
71 - 80 = Average  
61 - 70 = Below Average  
Below 60 = Failure

Attachments - Appendix A  
Appendix B
APPENDIX A

COOPERATIVE EDUCATION RULES, SCHEDULE AND FORMS
COOPERATIVE EDUCATION RULES

1. You are expected to remain with the same employer throughout the program. No change of employer is ever permitted without the prior approval of the Co-op Education Coordinator. This applies to students placed through the department as well as those that are employed when they enter co-op. A student will lose credit in Intern for quitting, without permission, the job they had approved for the program.

2. You are considered both an employee and a student by the employer during the work term. You are expected to conform explicitly to the employer’s rules and regulations.

3. Personal appearance is extremely important.

4. You are expected to work every day your employer schedules you to work. In case of sickness or other emergency necessitating your absence from the assignment, the employer should be notified by telephone as early as possible. As early as possible does not mean at the time you are to report to work or an hour before time to report. Prolonged absences for more than two days should be reported to the Co-op Coordinator.

5. You are expected to always be punctual in reporting to work each time.

6. You must be on the work assignment regularly and punctually. You have no special privileges except those allowed to other employees. You must not ask the employer for or take time off for any college requirements without first obtaining the consent of the Co-op Coordinator.

7. All students are expected to turn in all Co-op assignments and reports on the date due. Any student that turns in reports late is subject to disciplinary action.

8. **Co-op students must turn in all required forms and reports before a grade can be issued.**
DIVISION OF BUSINESS AND TECHNOLOGIES

COOPERATIVE EDUCATION/COORDINATED INTERNSHIP SCHEDULE
Fall Semester 2009

August 24                CLASSES BEGIN
September 7               STUDENT INFORMATION, OBJECTIVES & JOB
                          DESCRIPTION DUE
December 11               STUDENT’S PORTFOLIO DUE

COOPERATIVE EDUCATION/COORDINATED INTERNSHIP INFORMATION

_____________________ Semester, 20___

Student Information

Name __________________________ Address ________________________________

_______________________________________________________________

Phone No. ___________ Soc. Sec. No. __________________________ Curriculum __________________________

Enrolled for ______/_____/____ in Cooperative Education/Coordinated Internship

Course No. Credits

Veteran ______ Yes _______ No       E-Mail Address: ______________________________

Employer Information

Place of Employment __________________________ Address ______________________________

_______________________________________________________________

Supervisor’s Name and Title ______________________________

Student’s Job Title or Position ______________________________

Phone Number __________________________ E-Mail Address: ______________________________

*This form must be submitted when job description & objectives page is turned in for signatures.*
MUST BE WORD PROCESSED OR TYPED

COOPERATIVE EDUCATION/COORDINATED INTERNSHIP
JOB DESCRIPTION & OBJECTIVES

INSTRUCTIONS: PLEASE COMPLETE AND RETURN TO YOUR CO-OP/INTERN ADVISOR

Semester, 20___

Student’s Name ___________________________ EmplID ___________________________

GIVE A COMPLETE JOB DESCRIPTION (Please describe in detail. If your employer has a job
description for your position, please attach.)

________________________________________________________________________

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Continued on back
**PLEASE LIST OBJECTIVES**

1. 

2. 

3. 

(Student, Job Supervisor, and Co-op/Intern Advisor **must** sign before submitting the job description and objectives page to the Division of Business & Technologies Office)

**PLEASE SIGN IN BLACK INK**

Student ________________________________  Date _________________

Job Supervisor __________________________  Date _________________

Co-op/Intern Advisor _____________________  Date _________________

Dean _________________________________  Date _________________
MEASURABLE LEARNING OBJECTIVES

What, Why, and How?

WHAT DO WE MEAN BY MEASURABLE LEARNING OBJECTIVES?

Measurable Learning Objectives refer to a set of statements which clearly and precisely describe what it is that you intend to accomplish during your work term.

WHY HAVE LEARNING OBJECTIVES IN A CO-OP/INTERNSHIP PROGRAM?

Cooperative Education/Coordinated Internship is primarily an academic program. It is designed to enhance a student's education. Learning objectives are one of the most effective methods yet devised to assess the extent and value of this learning.

HOW DO YOU DEVELOP AND WRITE YOUR LEARNING OBJECTIVES?

Start by carefully reviewing your career objectives and the co-op/internship training assignment that you have selected. Give consideration to new skills that can be gained, good work habits that can be established, and attitudes that can be examined. Avoid broad, general objectives and try to confine them to those which can be accomplished during the semester.

MEASURABLE LEARNING OBJECTIVES SHOULD CONTAIN THREE KINDS OF INFORMATION:

1. A statement of what you expect to achieve through your work experience.
2. An indication of the level of achievement which you expect to obtain, expressed wherever possible in numerical terms. (Increase speed by 15%)
3. Identification of the method of evaluation to be used. (As rated by my supervisor, etc.)

EXAMPLES OF MEASURABLE LEARNING OBJECTIVES

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<tr>
<th>POOR OBJECTIVES</th>
<th>ACCEPTABLE OBJECTIVES</th>
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<td>I will try to do better in accomplishing tasks assigned by date due.</td>
<td>I will learn to manage time better by listing priorities with tasks assigned and scheduling dates to be accomplished.</td>
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<td>Become a better salesperson.</td>
<td>Increase my sales by 10 percent while keeping complaints at or below their present level as judged by the sales manager.</td>
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<tr>
<td>Become a more productive employee.</td>
<td>Improve my speed and accuracy by 10 percent in processing application for loans as evaluated by my supervisor.</td>
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**STEPS FOR ESTABLISHED OBJECTIVES**

1. The student should put in writing the objectives to be accomplished in terms of results.

2. The student should lay out program for accomplishment of the objective.

3. The student should secure understanding and approval of his supervisor. Objectives are most effective if they are discussed face-to-face between supervisor and student so that they may be mutually understood and accepted.

**METHODODOLOGY FOR PREPARING OBJECTIVES**

The student should:

1. Avoid statements of objectives in generalities.

2. Define an objective in terms of a single result.

3. Select language which can communicate to all interested parties, not to just a limited technical group.

4. Identify his present position prior to solving problem objectives.

5. Be certain that he knows what goals his organization is seeking so that his own objectives may coincide.

6. Be certain that he has the professional capability to specify the objective and the program for completion.

**TYPES AND EXAMPLES OF OBJECTIVES**

A. **Routine Objectives**
   1. To determine how to complete equipment checks each day by 3 p.m.
   2. To establish a routine for reporting all violations.

B. **Problem Solving Objectives**
   1. During this semester I will personally investigate all equipment failures to search for contributory causes of failure.
   2. During this semester I will collect data on and investigate all accident reports to determine a safety check list.

C. **Creative Objectives**
   1. By June to develop and introduce a statistical quality control system for the department.
   2. By June to develop an electronic order finding system in the warehouse.

D. **Personal Objectives**
   1. During this semester to develop and improve presentation to customers.
   2. During this semester to apply new methods in conference leading to the meetings I must lead.
   3. During this semester to investigate and develop a format for improved report writing.
   4. During this semester to be able to write a program for the computer.

E. **Results - Centered Objectives**
   1. By June to revise a minimum ten written and practical tests for industrial relations operations.
   2. By June to have a practical knowledge of the use of a multimeter.
   3. By June to be able to recognize all schematic symbols pertinent to this company's equipment drawings.
   4. By June to know how to set up and read the Tectronix 545 oscilloscope for noise testing of potentiometers.
   5. By June to be able to assemble conductive plastic potentiometers.
   6. During this semester I will install an accounting system for my department.
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Semester 20     Dates From ________________ To ________________

Briefly describe your duties for each week.

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2nd Week
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3rd Week
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4th Week
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(More on back)
NEW RIVER COMMUNITY COLLEGE
EMPLOYER'S EVALUATION OF COOPERATIVE EDUCATION/COORDINATED INTERNSHIP STUDENT

Information, as checked in the spaces below, will assist the Institute in its appraisal of the co-op/intern work of
______________________________________________________________ Course_____________________________
(Name)
for the work period indicated ___________________________________________________________________________
Employer_____________________________________________________________________________________

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

*************************************************************************************************************************************************************************************************************************

**ATTITUDE - Application to Work**
1. Outstanding in enthusiasm  
2. Very interested and industrious  
3. Average in diligence and interest  
4. Somewhat indifferent  
5. Definitely not interested

**ABILITY TO LEARN**
6. Learns work exceptionally well  
7. Learns work readily  
8. Average in understanding work  
9. Rather slow in learning  
10. Very slow to learn

**DEPENDABILITY**
11. Completely dependable  
12. Above average in dependability  
13. Usually dependable  
14. Sometimes neglectful or careless  
15. Unreliable

**INITIATIVE**
1. Proceeds well on his/her own  
2. Goes ahead independently at all times  
3. Does all assigned work  
4. Hesitates  
5. Must be pushed frequently

**QUANTITY OF WORK**
1. Unusually high output  
2. More than average  
3. Normal amount  
4. Below average  
5. Low output, slow

**MATURITY - POISE**
1. Quite poised and confident  
2. Has good self-assurance  
3. Average maturity and poise  
4. Seldom asserts himself  
5. Timid

___ Check box if this evaluation was discussed with the student

**JUDGEMENT**
1. Exceptionally mature in judgment  
2. Above average in making decision  
3. Usually makes the right decision  
4. Often uses poor judgment  
5. Consistently uses bad judgment

**ATTENDANCE**
1. Regular  
2. Irregular

**PUNCTUALITY**
1. Regular  
2. Irregular

**QUALITY OF WORK**
1. Excellent  
2. Very Good  
3. Average  
4. Below Average  
5. Very Poor

**RELATIONSHIPS WITH OTHERS**
1. Exceptionally well accepted  
2. Works well with others  
3. Gets along satisfactorily  
4. Has difficulty working with others  
5. Has poor working relationships

**OVERALL PERFORMANCE**
1. Outstanding  
2. Very Good  
3. Average  
4. Below Average  
5. Marginal  
6. Unsatisfactory

Rated by: _____________________________________________ Title __________________________________________
(Immediate Supervisor)

__________________________ Date _________________________
(Department)

Cooperative Education CP – Fall-09 (JG)
APPENDIX B

COOPERATIVE EDUCATION PORTFOLIO REQUIREMENTS
APPENDIX B

COOPERATIVE EDUCATION PORTFOLIO ENTRIES

1. Obtain a three-ring binder and index tabs to collect and present the documentation required for your Cooperative Education objectives and activities.

2. Your first entry into this portfolio will be the copy of the course plan provided to you by the Cooperative Education coordinator.

3. The second entry into the portfolio will be typewritten/word processed copies of all initial forms required by the divisional office. These include the application, job description, biographical profile, cooperative education objectives, and weekly work diary.

4. The third entry into the portfolio will be cover sheets that defines each objective you have established to work on throughout the semester and a narrative that indicates the processes utilized to complete the objective and the results and products generated from your efforts. It is important that this section of your portfolio include a cover page for each objective that you worked on followed by a narrative.

5. The fourth entry into the portfolio will be a hard copy of the weekly time diary entries that you make to a data disk or CD each week that summarizes what you did at the cooperative education worksite both in the pursuit of the cooperative education objectives and routine work activities. You will include in this section of the portfolio the data disk that you utilized to record your diary.

6. The fifth entry into the portfolio will require that you develop a paper that will serve as a final exam for the Cooperative Education assignment. In this paper you will provide a narrative that summarizes the cooperative education experience and how this experience benefitted you.