



**COOPERATIVE EDUCATION
STUDENT HANDBOOK**



Dear Student,

Welcome to the Cooperative Education Program.

Participating in this individualized, student interactive program has the potential to become one of your most advantageous experiences as an student. Cooperative Education (Co-op) is a structured academic program designed to enhance the quality and breath of learning by providing qualified undergraduate students the option of integrating academic study with related, work based learning. In other words co-op provides and opportunity for students to demonstrate classroom theory in a practical situation.

The Faculty Instructor's role is to encourage and support the student in his/her development in becoming a model employee while fulfilling career goals and objectives. It is important to maintain academic rigor for the students as they progress toward their academic goals.

On the following pages are the requirements for students to complete the semester program. Please review the information provided and keep this workbook handy. Have fun and enjoy this educational experience. If you have any questions feel free to stop by my office at anytime.

Sincerely,

Karl Hutchings, Jr.
Cooperative Education Director
new.dixie.edu/career/coop_education_and_internships.php

653-7668
Career Center
hutching@dixie.edu

Blackboard Vista Information



Cooperative Education classes will be placed on the Blackboard Vista website. This site can be reached from the homepage of Dixie State College (www.dixie.edu).

Click on Blackboard Vista in the left side margin. When the Blackboard Vista page opens enter your personal User Name and password to access the pages for co-op.

Once in the Content Manager page click on the Co-op class that is listed in your Course list.

Please read through the information and complete all the requirements.

Before the beginning of the semester you should check assignment dates and any requirement you will be required to complete.

It is important to check your Blackboard mail often.

Login to Blackboard Vista

Campus
Username:
(Dmail Username)

Banner PIN:
(Dmail Password)

Log in

Semester Time Line

Weeks 1-3

1. Meet with instructor and review the requirements and semester timeline. Establish when assignments are due.
2. Students write their goals and objectives.
3. Students specify a related assignment with instructor.

Weeks 4-7

4. Pre-term employer evaluations are due before the 7th week of the semester.
5. Meet with the instructor weekly and discuss the progress toward objectives and related assignments. Or submit progress reports through email or both.
6. Student's instructors visit the student's place of employment and/or contact employer for mid-term review.

Weeks 10-14

7. Students review final grade status with instructor and make adjustments if necessary.
 - a. Student's employer signs off on completed objectives.
 - b. Student Final Review and Evaluation (Student's self-evaluation).
 - c. Employers Final Evaluation of student progress.
8. Instructor posts student grades on Banner first week after finals.

Learning Objectives

To obtain college credit for Cooperative Education, a student must pursue a planned program of education that includes new or expanded work experience learning. The key to a good co-op work experience is the development and approval of measurable learning objectives that are to be accomplished during the semester. By creating these objectives it is anticipated that the co-op students will perform better than the average employee.

It is the student's responsibility to write the learning objectives. It is the faculty instructor's role to assist and advise in setting and reaching the goals. The employer may also assist in creating and approving objectives. For each college credit two objectives need to be completed.

The learning objectives need to specifically identify and describe the desired outcome or performances. The objective usually describes the content, treatments, processes, activities, and sequences of events that will take place in completing the design and evaluation of objectives. The objective need to state the goal, time spent on the objective, what steps are required to complete the goal and how the student is going to prove the objective has been accomplished.

Related Assignment

Each student needs one or two related assignments that are provided through the faculty coordinator. Read the Related assignment worksheet for more information about this assignment.

Grades

Cooperative Education Grades are based on:

1. Employer/Supervisor's evaluation of learning objectives.
2. Student progress on objectives. Two objectives are required for each credit.
3. Accomplishments on the job.
4. **Attendance.** Meeting with the faculty Instructor on a regular basis, typically weekly is required.
5. Completion of one or more related assignments.



COOPERATIVE EDUCATION TIME REPORT

Instructor _____

Student name _____ Phone Number/email _____

Employer _____

Supervisor _____

Weekly appointments	Date/ time	Notes
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Job site visit information:



COOPERATION EDUCATION WORKBOOK

1. Syllabus
2. Philosophy
3. Job Description
4. Establishing Learning Objectives
5. Learning Objectives sign-off sheet
6. Related Assignment Worksheet
7. Weekly Report Form
8. Employer Pre-term evaluation
9. Employer Final Evaluation
10. Student Self-evaluation



OPERATIVE EDUCATION SYLLABUS

COOPERATIVE EDUCATION 1800, 1810, 1820, 1-3 CREDITS

INSTRUCTOR:

Instructor Name	
Contact information	
Office Hours	

PROGRAM DIRECTOR: Karl Hutchings, 652-7668, hutching@dixie.edu

SEMESTER/YEAR: Fall, Spring, or Summer

TEXT REQUIRED: Online Cooperative Education Workbook or Blackboard Vista website

REQUIRED MATERIALS: Must have a job and be working

COURSE DESCRIPTION

This course is designed for students who are looking to work in a field related to their major or related to their academic goals. Cooperative Education is a structured educational strategy integrating classroom studies with learning through productive work experiences. It provides progressive experiences integrating theory and practice. Co-op is a partnership between students, employers, and Dixie State College with responsibilities for each party. Co-op is structured for multiple work experiences in a formalized sequence with study leading to degree completion of an academic program. Students will be expected to adhere to the Dixie College Student Code of Conduct (found in the college catalog or student handbook).

DISABILITY STATEMENT

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

PERFORMANCE OBJECTIVES

Upon completion of this course, the student will be able to:

- Integrate classroom theory with workplace practice
- Identify academic and career goals and the relationship for application in the workplace
- Exhibit technical knowledge through use of provided technology
- Establish rapport with workplace culture, supervisors, and co-workers
- Improve workplace competencies
- Establish workplace relationships to enhance professional demeanor and networking

CLASS PROCEDURES

The Co-op student is assigned a Co-op instructor by the Co-op director. **The student is to contact the assigned faculty person the first week of school to set up weekly appointments and to establish goals and objectives. Weekly reporting of the progress of the student is a graded part of the class.**

Semester Time Line

Weeks 1-3

1. Meet with instructor and review the requirements and semester timeline. Establish when assignments are due.
2. Students write their goals and objectives.
3. Students specify a related assignment with instructor.

Weeks 4-7

4. Pre-term employer evaluations are due before the 7th week of the semester.
5. Meet with the instructor weekly and discuss the progress toward objectives and related assignments. Or submit progress reports through email or both.
6. Student's instructors visit the student's place of employment and/or contact employer for mid-term review.

Weeks 10-14

7. Students review final grade status with instructor and make adjustments if necessary
 - a. Student's employer signs off on completed objectives.
 - b. Student Final Review and Evaluation (Student's self evaluation) .
 - c. Employer Final Evaluation of Student Progress.
8. Instructor posts student grades on Banner first week after finals.

GRADING

Grades

Cooperative Education Grades are based on:

- | | |
|---|-------------|
| 1. Employer/Supervisor's evaluation and completion of learning objectives. | 10 % |
| 2. Student progress on objectives. Two objectives are required for each credit. | 25 % |
| 3. Accomplishments on the job above and beyond average work. | 10 % |
| 4. Attendance. Meet with the faculty instructor on a regular basis, typically weekly. | 30 % |
| 5. Completion of a related assignment. | 10 % |
| 6. Mid-term and Final evaluations by employer. | 10 % |
| 7. Student Final Review and Evaluation (Student's self evaluation). | 5 % |
| | Total 100 % |

A 95-100	A- 90-95	
B+ 85-89	B 80-84	B- 75-79
C+ 70-74	C 65-69	C- 60-64
D+ 55-59	D 50-54	D- 45-49

Dmail: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

College resources: Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the **Tutoring Center** located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the **Writing Center** in the Browning Learning Center, Room 105. You can also visit them online at http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the **Computer Center** in the Smith Computer Center or the Library basement.

If you are assigned to take a test in the **Testing Center**, go to the first floor of the Career/Financial Aid Building. You can get information on their website at <http://new.dixie.edu/testing/>

The **Library** has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc. Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Academic honesty: I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course.

Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains.

I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the student code of conduct and forfeited your integrity, whether or not you are caught. You will pay the price, sooner or later. Having served on the committee that disciplines students for academic dishonesty, I can promise you that it is better to fail an assignment or even a class than to cheat and lose the chance to continue your education. (See "Student Code" <http://library.dixie.edu/policies/studentcodesectionfour.pdf> page 8).



COOPERATIVE EDUCATION PHILOSOPHY

Cooperative Education (Co-op) is a structured academic program designed to enhance the quality and breath of learning by providing qualified undergraduate students the option of integrating academic study with related, work based learning.

Combining the work experience with classroom experience offers the paramount learning experience encompassing classroom learning and hands-on learning. Co-op students have the opportunity to achieve and incorporate their goals and objectives in both formats.

This opportunity to meld education and work experience may be one of the most valuable of your educational experiences. It is up to you to increase the benefits of this program. You will gain a greater appreciation of work, education and your ability to succeed if you apply yourself to developing and achieving your learning objectives.

"At the desk where I sit, I have learned one great truth. The answer for all our national problems - the answer for all the problems of the world - comes to a single word. That word is "education."

Lyndon B. Johnson

THE TRUTH SHALL SET YOU FREE

Education's highest undertaking is to allow students to grow by integrating thought and allowing students to understand their own truth of their reality. If you don't feel free you probably don't have your own personal truth. Self-awareness is a mode for learning the truth for yourself. Sadly, many students who are entering Higher Education for the first time have limited perceptions and concepts of themselves and of truth, yet they do not recognize this limitation. Education is about the possibilities of living your highest potential.

Therefore, one requirement of students is an open mind and one of the problems with traditional education is that it only uses the approach of lecture. Lecture learning means the student must navigate their way through information to make it relative in his/her life. This educational format does not allow the use of a student's personal insight. Therefore, he/she has difficulty retaining the information

If you don't use it you lose it!

This is where Cooperative or Internship Education becomes an important learning tool. It allows the student a one-on-one learning environment with an instructor. This class allows students to work, use, and apply knowledge using his/her full range of senses. It is relative to the individual's life and it helps integrate classroom knowledge with real life experience. Cooperative Education is the ultimate method for learning in a real-life situation of work. It provides personal ownership to the learning experience where a student would find benefit. This educational program is a win-win combination of classroom knowledge coupled with work experiences that bridges wisdom in obtaining the life style for the students' future life's potential.

Work Hard And Succeed!



Student name _____

Business name _____

COOPERATIVE EDUCATION WORK EXPERIENCE JOB DESCRIPTION

Instructions: Complete this page with the help of your employer prior to completing the objectives portion of the workbook.

JOB TITLE: _____

OVERALL JOB DESCRIPTION (What is it that you have been hired to so as described in general terms?):

Specific Duties (Make a list of the duties you perform or will perform on a regular basis):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Hours to be worked each week _____

Rate of Pay _____

Signature of Student

Signature of Employer



ESTABLISHING LEARNING OBJECTIVES

A cooperative education learning objective is a statement which describes a result the student is interested in accomplishing during the cooperative education enrollment period.

1. Describe the learning experience.
2. Learning Objectives usually are included in one of the following categories
 - a. Career orientation and routine duties. Goals that include specific improvement in accomplishing the day-to-day functions of the job.
 - b. Problem-solving or Skill acquisition. These goals interpret specific problems or challenges at the job site and create a measurable result.
 - c. Skills Application. These goals apply or test classroom knowledge in the work environment.
 - d. Personal. Goals that involve human relations situations that can have a measurable outcome.
 - e. Job implementation or new assignment. Goals that allow the student to perform new job requirements effectively.
 - f. Increased knowledge. Develop an objective around gaining specific new knowledge.
3. Instructions for learning objectives.
 - a. Take a fresh look at your place of employment. Walk around and observe everything that is happening, equipment available, employees, the physical arrangement, attitudes, and other employment situations. Consider your college studies and career goals while deciding objectives and the related assignment.
 - b. Using the "Learning Objective Scratch Sheet" below write out items including:
 - i. Things of a general nature.
 1. Career orientation
 2. Routine duties
 - ii. Things that are new to you, but apply to your present or future interest.
 - iii. Things you know but need more practice.
 - iv. Human relation skills.
 1. Public interaction
 2. Employee interactions
 3. Punctuality
 - v. Specific activity or duty.
 - vi. Increase knowledge.
 - c. Take this list to the faculty coordinator to determine the final objectives and related assignment.
4. Have objectives approved by your faculty-coordinator **and** your employer.

5. Qualities of a good objective.

- a. Should be stated in terms of result the student intends to achieve.
- b. Use understandable language. Not acronyms or technical jargon.
- c. Be specific, reasonable, achievable and measurable within the semester time limit.

Examples:

Wrong	Correct
I will learn how to use m company's computer system	By December 15 th I will be able to bring online and operate the company computer.
I will evaluate the effectiveness of my company's advertising	By March 15 th , I will create, produce, distribute and analyze a customer survey related to the company's advertising
I would like to know more about the chemical makeup of common drugs used in the hospital.	By mid-term, I will list the forty most common medications I observe being prescribed to patients and research the chemical composition.
I want to learn how to deal with grouchy people who are customers.	I will develop four different, cheerful conversation techniques and briefly describe each in a notebook. I will record the reactions of grouchy people to each technique and report by May 5 th .
I want to evaluate the effects of radiation on very small animals.	Within the next week, I will expose an experimental group of five young mice to varying levels of radiation. I will compare their growth, exercise habits and food consumption with a control group of mice. I will record the data and report ant the end of the semester.
I want to improve my sanding, priming, color matching and spot painting techniques,	By November 1 st , I will successfully sand, prime, color match, and spot paint a repair on a customer's car to his satisfaction.
I want to assist some children to learn a new skill.	By mid-term, I will teach a group of at least ten children ball throwing skills and have them demonstrate their skills by achieving at lease a minimum score, which will be a proficiency level.

Learning Objective Scratch Sheet

Instructions: Use this work page to list ideas to develop your objectives and related assignment.

1. What equipment is available for you job improvement:
 - a. _____
 - b. _____
2. What are common problems in your work environment:
 - a. _____
 - b. _____
3. What information do you need to learn to be a better employee:
 - a. _____
 - b. _____
4. What would your employer/supervisor like you to know or do:
 - a. _____
 - b. _____
5. What do you want to learn to be a better employee:
 - a. _____
 - b. _____

Each objective needs to be written with three sections:

1. Objective What will I do?	
2. Steps How will I do the objective?	
3. Measure How will I prove I accomplished my objective?	



COOPERATIVE EDUCATION LEARNING OBJECTIVES SIGN-OFF

Student name _____

Write your objectives, the steps necessary to accomplish them, the method you will use to measure your progress, and the estimate of time to accomplish the objective.

Objective.1: _____

_____ Estimate Hours
To Complete Objective

Steps To Accomplish Objective:

1. _____

2. _____

3. _____

Method of Measurement (how to report success to instructor)

Objective.2: _____

_____ Estimate Hours
To Complete Objective

Steps To accomplish objective:

1. _____

2. _____

3. _____

Method of Measurement (how to report success to instructor)

Objective.3: _____

Estimate Hours
To Complete Objective

Steps To accomplish objective:

1. _____
2. _____
3. _____

Method of Measurement (how to report success to instructor)

Objective.4: _____

Estimate Hours
To Complete Objective

Steps To accomplish objective:

1. _____
2. _____
3. _____

Method of Measurement (how to report success to instructor)

Objective.5: _____

Estimate Hours
To Complete Objective

Steps To accomplish objective:

1. _____

2. _____

3. _____

Method of Measurement (how to report success to instructor)

Objective.6: _____

Estimate Hours
To Complete Objective

Steps To accomplish objective:

1. _____

2. _____

3. _____

Method of Measurement (how to report success to instructor)

We the undersigned, agree with the validity of the learning objectives listed. The employer and the college agree to provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the Student-employee's work experience. There are three participants in the cooperative Education venture. The student agrees to abide by the cooperative Education and employer guidelines. The supervisor will evaluate the student-employee's performance objectives at the end of the grading period. Dixie State College will award academic credit for work successfully accomplished.

Student's signature

Supervisor's signature

Instructor's Signature



COOPERATIVE EDUCATION Related Assignment Worksheet

Instructions for determining and completing the Related Assignment:

1. The Faculty Instructor will determine the related assignment.
2. The related assignment should be determined by the third week of the semester.
3. A related assignment is homework assigned by the Faculty Instructor.
4. This assignment may take the form of (or combination of) the following:
 - a. Selected readings
 - b. Interviews or observations
 - c. Surveys
 - d. Lab experiments
 - e. Research
 - f. Reports
5. Record the assignment details and time spent in the following format:

Assignment details	Hours spent (20-30 hours)
Total Hours	



COOPERATIVE EDUCATION WEEKLY REPORT

Student's name _____

Weekly Summary of Progress Toward Objectives

Dates from _____, 20__ to _____, 20__

LEARNING OBJECTIVES:	Describe all activities during the week involving the objectives you have established.
	Hours Spent on objectives _____
RELATED ASSIGNMENT:	Describe all activities during the week involving your related assignments.
Hours worked this period	Hours spent on assignment _____



**COOPERATIVE EDUCATION
EMPLOYER PRE-TERM EVALUATION OF STUDENT PROGRESS**

Student _____

Employer/Supervisor _____

Name of Business/ Faculty _____ Telephone _____

EMPLOYER/ SUPERVISOR: Please evaluate the student's performance in each of the following areas and return to Dixie Sate College, St. George, UT 84770.

ITEM A:

	Excellent	Above average	Average	Need improvement	N/A
1. General personal appearance					
2. General hygiene					
3. Punctuality					
4. Follows instructions					
5. Enthusiasm					
6. Adaptability					
7. Initiative					
8. Dependability					
9. Follow-through					
10. Works well with others					
11. Accepts Criticism					
12. Ambition					
13. Skills & knowledge acquisition					
14. Skills & knowledge application					
15. Confidentiality					
16. Quantity of work					
17. Quality of work					
18. Career potential					
19. Accuracy					
20. Neatness of work					

ITEM B: Please comment on the progress the student is making toward achieving the listed objectives.

ITEM C: List areas of outstanding ability

ITEM D: List areas that need improved performance.

Employer/ Supervisor signature _____



**COOPERATIVE EDUCATION
EMPLOYER FINAL EVALUATION OF STUDENT PROGRESS**

Student _____

Employer/Supervisor _____

Name of Business/ Faculty _____ Telephone _____

EMPLOYER/ SUPERVISOR: Please evaluate the student's performance in each of the following areas and return to Dixie Sate College, St. George, UT 84770.

ITEM A:

	Excellent	Above average	Average	Need improvement	N/A
1. General personal appearance					
2. General hygiene					
3. Punctuality					
4. Follows instructions					
5. Enthusiasm					
6. Adaptability					
7. Initiative					
8. Dependability					
9. Follow-through					
10. Works well with others					
11. Accepts Criticism					
12. Ambition					
13. Skills & knowledge acquisition					
14. Skills & knowledge application					
15. Confidentiality					
16. Quantity of work					
17. Quality of work					
18. Career potential					
19. Accuracy					
20. Neatness of work					

ITEM B: Please review the objectives previously established by the student and give overall comments on how well the student has met those objectives.

ITEM C: As an employer/supervisor, would you please suggest a letter grade (A,B,C,D,E) for the student's work-experience portion of the Cooperative Education class.

Employer/ Supervisor signature _____



**FINAL REVIEW AND EVALUATION
COOPERATIVE EDUCATION WORK EXPERIENCE
(Student Self-Evaluation)**

Student _____

Employer/Supervisor _____

Faculty Instructor-Coordinator _____

ITEM A: On the basis of the objectives and related assignments you listed at the beginning of this cooperative education class, Please tell how you satisfied the requirements of the course.

ITEM B: Comments regarding the on-the-job supervision you were given by your employer/ supervisor.

ITEM C: Comment on the assistance you received from your college Faculty Coordinator.

ITEM D: What grade do you think you earned? _____

Student Signature

Date