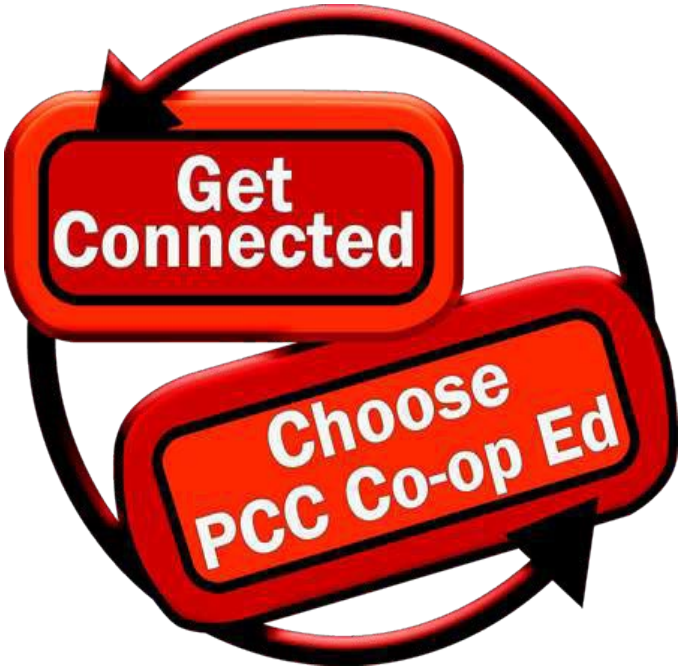


COOPERATIVE EDUCATION FACULTY HANDBOOK

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For more information, see the Cooperative Education web page at
https://www.pcc.edu/resources/careers/internships/

Definition of Cooperative Education/Cooperative Work Experience

State of Oregon Definition

Cooperative Education/Cooperative Work Experience is "…the placement of students by the college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the college. The college instructor or supervisor visits the field work site regularly. Supervision toward achievement of college identified and approved student learning outcomes and measurable learning objectives is also provided by the employer or other individual contracted to provide field experience. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.

OAR 589-007-0100 (17)
https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=153507

Credit for Cooperative Education work experience is based on a lab formula of 30-36 clock hours per credit. Individual programs may have state-approved exceptions. Twelve Cooperative Education credits can be applied toward an Associate of Arts, Oregon Transfer Degree. Each Professional/Technical program sets its own policy for how many Cooperative Education credits will be required or accepted for a certificate or degree. The transferability of Cooperative Education credit varies by institution; typically the credits transfer as general elective credit.

State Cooperative Education Guidelines:
https://spot.pcc.edu/jobs/statecweguidelines.pdf

Students often continue to earn credit for additional terms if new Learning Objectives can be established. Students must be clearly advised regarding how many credits will apply to their degree. In some cases, students choose to repeat the course to benefit from the experience with the understanding that the credit may not count toward their degree.

A Cooperative Education Seminar (280B) may be offered by an academic or Professional/Technical program as a complement to the student's work experiences. Seminars vary from one to three credits.

Periodic site visits are a required part of Cooperative Education work experiences. They provide a means of assuring safe work or training sites relevant to the student's studies. Site visits also are the primary tool for instructional assessment of the student's learning.

Cooperative Education grades can be Pass/No Pass or a letter grade, at the instructor's discretion following SAC guidelines.

Identifying Eligible Students

Students with appropriate skills are eligible for placement. Some departments have prerequisites. In the absence of prerequisites, instructors use their discretion in determining eligibility. The employer may request skills or qualifications required for the job.

Identifying Eligible Worksites

Instructors, Cooperative Education specialists, or students may find a site. It must meet the test suggested in the State definition:

- Provides an opportunity to gain on-the-job knowledge and/or technical skills
- Provides students with on-the-job training by a skilled supervisor

Students sometimes have an existing job that will qualify if the employer is able to provide new responsibilities or training.

Pay and Insurance

In the case of paid Cooperative Education work experiences, the employer must comply with State of Oregon employment law and must provide Workers Compensation insurance. PCC provides Workers Compensation insurance for non-paid experiences.

Exceptions: students who are covered by their prior employer, based on a job injury; or students covered through a company-sponsored program, such as an Employer Volunteer Program.

Syllabi and CCOGs

While each instructor will create a syllabus unique to his or her program area, the syllabus should contain information about the following:

Course Description: A description of the student's work experience and intended outcomes of the course. This includes establishing learning objectives and identifying the number of hours to be worked in the term. If there are specific steps the student needs to take to complete registration for the course, they should be listed here.

Meetings with the Student/Site Visits: A description of the number and types of meetings with the student should be outlined. Students should be informed that you will be conducting at least one site visit; some instructors ask the student to make arrangements for the visit. It is recommended that the student be invited to attend the site visit to discuss their progress towards their learning objectives.

Some instructors hold peer reviews, one-time sessions during the term where students gather to discuss their internship experience with fellow students. These increase contact time with students, and also aid in structured reflection.

Opportunity for Reflection: Structured reflection by the student is strongly encouraged, either through a seminar or other embedded activities, such as a journal and/or reflective paper.

Grading/Evaluation Criteria: It is recommended that cooperative education courses be graded –pass/no pass. Instructors base the successful completion of the course on a variety of factors, including completing the required number of hours at the work site, making progress towards the learning objectives, a satisfactory employer evaluation and completing the reflective assignments.

Some instructors have set additional, pre-determined tasks for assigning a letter grade (e.g., attendance at a peer review session). Others instruct the student to contact them before the beginning of the term to discuss receiving a letter grade. The instructor and student then establish what additional tasks the student needs to complete to earn the letter grade.

PCC Syllabus Standards for Credit Courses: https://catalog.pcc.edu/handbook/s704-syllabus-standardsforcreditcourses/

Current CCOG's for Co-op courses can be viewed under each program in PCC's electronic Course Content and Outcomes Guides inventory. All Co-op courses are listed under a 280 course number (e.g., CG 280A).

PRINCIPLES AFFECTING COOPERATIVE EDUCATION

1. Effective Co-op learning requires structured student reflection.
2. The instructor must be responsible for site visits to assess student learning.
3. Faculty hired to teach Co-op courses must meet SAC Instructor Qualifications.

WHO DOES WHAT

Co-op practices required by State guidelines and PCC policies:

Practice	Responsible Party
1. CCOG/outcomes *Review CCOG for your program-specific Co-op course.*	Department/SAC
2. Syllabus *Create/update syllabus for Co-op course and seminar (if offered).*	Department/Faculty
3. Provide information on Co-op to students and employers	Faculty and/or Specialist
4. Guidelines for student eligibility	Department/SAC
5. Approve student eligibility for enrolling in Co-op course	Faculty/Specialist
6. Help student develop work search	Faculty/Specialist
7. Site Development	Specialist, Faculty, department and student cooperate in development. Student responsible for selection unless otherwise assigned by department.
8. Site approval for learning	Faculty
9. Site approval for meeting legal, college and administrative requirements	Specialist
10. Provide Training Agreement and Learning Objective forms for student to take to the Employer	Faculty and/or Specialist
11. Assist student in developing Learning Objectives	Faculty

12. Training Agreement and Learning Objectives approved – required before Enrollment.	Faculty. Signed by student, Employer, Faculty and Specialist.
13. Enroll student in Co-op	Specialist
14. Get paperwork from student and forward a copy to Faculty	Specialist
15. Workers Compensation Coverage	Specialist

Determine who will provide Workers Compensation coverage and submit paperwork for students covered by PCC to Safety & Risk Management. Complete required Workers Compensation paperwork in the event of a student's injury on the job and submit to Safety & Risk Management.

16. Inform students about pertinent work site issues (confidentiality, criminal background checks, sexual harassment)	Faculty/Specialist
17. Reflection (e.g. classroom, meetings, journals, logs, etc.) in actual Co-op Course.	Faculty specifies method in syllabus. Student responsibility.
18. Site visit/monitoring (one or more per term)	In person by Faculty, unless good cause for faculty designee (cannot be a specialist) or alternative monitoring.
19. Prior to the end of the term, send or hand deliver Employee Evaluation form to Employer	Faculty
20. Be available at scheduled office hours to provide individual student assistance	Faculty
21. Grade entered (P/NP recommended)	Faculty
22. Co-op records maintained (6 years) to ensure compliance with college/legal requirements.	Specialist

Recommended practices and responsible parties

The following practices are recommended to be adopted by the department, Faculty or Specialists in embedded seminars, courses, trainings or one-on-one advising, etc., in addition to Co-op Courses.

Practice	Responsible Party
1. Job skills & techniques, including résumés, interviewing skills, cover letters, etc.	Specialist (Faculty, department as needed)
2. Demonstration of skills development and work-related accomplishments by use of portfolios or demonstration at the site visit.	Faculty
3. Education of students regarding workplace issues such as sexual harassment, work-place basics, managing conflict, responding to criticism, labor laws, discrimination, professionalism, etc.	Specialist
4. Workplace skills and techniques, including time management, work ethics, problem solving, interpersonal relations, conflict resolution.	Specialist
5. Career exploration activities, including brainstorming, research, etc.	Faculty, Specialist, Department

Student Responsibilities

1. Confirm eligibility to enroll in Cooperative Education course through Faculty or Specialist.
2. Send résumé or other application materials and schedule interviews with employers if site is needed.
3. If an existing site will be used, get approval from employer for new responsibilities.
4. Meet with Co-op Specialist and/or Instructor for site approval and to get Co-op paperwork and permission to register for the class.
5. Complete and return Training Agreement and Learning Objectives forms by due date.
6. Participate in Co-op seminar if one is required.
7. Complete assignments (e.g., journal and/or reflective paper).
8. Abide by company policies and safety procedures.
9. Arrive at agreed-upon times and maintain regularly scheduled hours.
10. Arrange changes to work schedule and time off in advance.
11. Dress appropriately for the position.
12. Maintain standard of productivity necessary to fulfill Cooperative Education experience.

Site Supervisor Responsibilities

1. Interview and select the student(s).
2. Sign a Training Agreement.
3. Assist with development of Learning Objectives; sign form.
4. Develop a training/work schedule.
5. Provide time to orient, train and give feedback to student(s).
6. Periodically review progress with student(s).
7. Notify instructor or Co-op specialist if significant issues arise.
8. Evaluate the student‘s performance at the end of the term.
9. Meet with instructor and student at end of the term as part of the evaluation.

* Instructor and Co-op Specialist roles vary. If you have questions, please contact one of the Career Services Coordinators listed below. Each Specialist works with a particular set of programs, and your call will be directed to the appropriate person.

Cascade Campus: Tanya Maldonado (971-722-5242, tmaldona@pcc.edu)

Rock Creek Campus: Haydee Goldenberg (971-722-7335, haydee.goldenberg@pcc.edu)

Southeast Campus: Jen Poinar (971-722-6059, jennifer.poinar@pcc.edu)

Sylvania Campus: George Knox (971-722-4475, gknox@pcc.edu)

Guidelines for Site Visits

Number of Site Visits:

The Course Content Outcome Guide for cooperative education classes specifies that an instructor will visit a student‘s work site each term to monitor the student‘s progress. It is recommended that at least two contacts with the work site be made. At least one contact should be made in person. There may be circumstances where an in-person appointment may be impractical or impossible and a telephone or email conversation may substitute.

Once you have established a relationship with a work site, one in-person contact may be sufficient.

Participants:

Just as establishing the learning objectives is a collaborative effort between the employer, instructor and student, the assessment of progress towards these goals should include all parties. Inviting the student to attend and participate in the site visit is highly recommended. Students should be encouraged to bring representative samples of their work or other examples that reflect their progress towards accomplishing their learning objectives.

Materials Necessary for the Site Visit:

The instructor/specialist should bring copies of the **Training Agreement** and **Learning Objectives** forms for all parties. Unless provided earlier, you should also bring an **Employer Evaluation** form for the site supervisor to complete.

If your program requires additional documentation, such as timesheets or weekly log sheets, these should be requested for the meeting.

Areas of Evaluation Include:

Work Site

- Appropriate work environment and student work duties

Student Performance/Progress Related to Learning Objectives

- Student Attendance/Completion of Required Hours
- Student Progress Related to Learning Objectives
- General Work Habits of Student (time management, appropriate dress, etc.)
- Technical Instructional Requirements Specific to Program and Site
- Employer Evaluation

Additional Areas of Discussion, Which May Include

- Closure of the Cooperative Education Experience
- Employer Needs for Additional Students
- Changing or Expanding Role of Existing Co-op Student

On-the-Job Injury Reporting

In the event of an on-the-job injury, advise the student to seek immediate medical attention. Next, complete the **PCC Injury/Illness/Near Miss Incident Report**.

If the student is treated by an outside medical professional (not just first aid administered at the time of the injury), complete a **Workers' Compensation Claim Form 801**. The law requires that Form 801 must be filed within 5 days of notice or knowledge of a claim.

Details of the Workers' Compensation claim process and the forms are available online at PCC's Workers' compensation web page.

Employer Recruiting Activities at PCC

Recently, employer recruiting has increased at PCC. Employers may approach faculty and staff asking for access to students in class, recommendations for individual candidates, postings or announcements of openings, letters of reference or recommendation, etc.

All faculty and staff are expected to adhere to college policies and employment law as it relates to fair access, fair employment practices, and privacy. This is true for ALL recruitment activities, whether formal (e.g. a job fair or posting a job announcement) or informal contacts with recruiters.

This includes:

- **Equal Opportunity Requirements**
- **Fair Wage and Hour Requirements**
- **Confidentiality of Student Information**

Additionally, all PCC activities, such as in-class presentations by employers, job fairs, referrals to jobs/internships, etc. must follow PCC policies regarding **Non-discrimination, Non-harassment** and **Privacy**.

The easiest way to ensure compliance is to coordinate recruitments through the **Student Employment/Cooperative Education office**. However, faculty and staff can work with recruiters directly as long as policy and legal requirements are met. Below are some recommendations to ensure compliance:

Recommended Practices:

- **Provide fair access to job and internship opportunities.**
- **Comply with FERPA.**
- **Clarify wages, work conditions and schedule.**
- **Protect student privacy in the classroom.**

There are many options for recruitment, and instructors can make recommendations for individual students. However, it may be useful to talk to your Employment Specialist for advice or guidance to clarify relevant policies and restrictions. All CTE programs at PCC and most transfer programs have an assigned specialist:

- Career Services Specialist by Program
  https://www.pcc.edu/resources/careers/students-grads/employment-services.html

Relevant Policies and Standards

- PCC Non-Discrimination and Non-Harassment -
  https://www.pcc.edu/equity/policy/nonharassment/

- PCC Privacy Policies - https://www.pcc.edu/about/policy/privacy.html

- On-site Civil Rights Review, Community College Self-Assessment Checklist, Section 8. Work Study, Cooperative Education and Job Placement (State of Oregon, Office of Educational Improvement & Innovation) - https://spot.pcc.edu/jobs/civil_compliance_SECE.pdf

- State Law Regulating Interns and Trainees (State of Oregon, Bureau of Labor and Industry) -
  https://www.oregon.gov/boli/workers/pages/interns.aspx

Sample Employer Letter

(Written in Business Letter Format)

Date

Company Name
Contact Person (e.g. HR Manager or Shop Manager)
Street Address
City, State, Zip

Dear Mr./Ms./To Whom It May Concern:

Thank you for your interest in Portland Community College and the Cooperative Education program. Cooperative Education, or Co-op, is a credit-for-work experience program that most PCC programs include in their curriculum. Students earn credit while gaining work experience and/or training. Employers gain motivated and skilled workers for part-time or short-term employment. Many companies find Co-op an excellent way to get acquainted with potential future employees. A few details of the program are described below.

Eligible Positions

Most entry-level positions that provide training or require specific career-related skills will be eligible as Co-op sites. Academic departments may have certain requirements for eligible sites. The key is to provide career-related experience and learning opportunities.

Eligible Students

Usually only advanced, i.e., second year students in a two-year program, or students close to completing a one-year certificate, are eligible. The employer may request any skills or qualifications required for the job. The employer or the academic department may set other requirements, such as a certain grade point average.

Employer Commitments

1. Provide a job description, including necessary skills, the work schedule and preferred time commitment. The Co-op program requires a minimum of thirty work hours per credit.
2. A designated work site supervisor.
3. Completion of Cooperative Education forms: Training Agreement and Learning Objectives at the outset, and Employer Evaluation form at the end of the academic term.
4. Meet with a Cooperative Education Specialist or a Faculty member who will come to the workplace to review student progress.

Length of Co-op Experience

Most students work part-time for one or two terms. A term lasts approximately ten weeks. Typically, students work for three to twenty hours per week. This is negotiable. Often students continue for an additional term or longer, at the employer‘s invitation. Employers are not obligated to keep a student in the event of unsatisfactory performance.

Pay and Insurance

Co-op sites may be paid or non-paid. Students earn credit, regardless of pay. ***PCC will cover Workers’ Compensation Insurance for non-paid Co-op students***. Some employers provide alternative compensation, such as payment of tuition, bus passes or mileage reimbursement, or a stipend. Please contact a Co-op specialist to learn more about how to set up compensation for a specific student through the PCC Foundation.

Initiating Co-op Sites

Employers may contact a Cooperative Education Specialist or Faculty at any PCC campus to discuss needs and set up a Co-op site. Once a qualified student has been referred, the employer and the student finalize details regarding responsibilities and schedule. Once the instructor has approved the site and learning objectives, the Co-op forms should be returned to the Cooperative Education specialist immediately.

If you have questions, please contact one of the Career Services Coordinators listed below. Each Specialist works with a particular set of programs, and your call will be directed to the appropriate person.

Cascade Campus: Tanya Maldonado (971-722-5242, tmaldona@pcc.edu)

Rock Creek Campus: Haydee Goldenberg (971-722-7335, haydee.goldenberg@pcc.edu)

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Sylvania Campus: George Knox (971-722-4475, gknox@pcc.edu)

Sample Reflection Paper:
Career Guidance/Career Exploration - CG 280A

You have an opportunity to earn academic credit for your paid or non-paid work experience because you will learn from that experience. The depth of your learning can be enhanced if you take the time to think about what you want to gain from the experience, and you will do this when you write Learning Objectives. Another important way to deepen your learning is to think analytically about and reflect upon the experiences that you have. This will be accomplished by writing about those experiences.

Select one of these activities:

1. Journal: 10 weekly entries of at least 2 paragraphs in length.
2. Summary Paper: Three page minimum.
3. Mid-Term & End-Term Summary Paper: 1 ½ page minimum each.

Choose among these questions for discussion in your journal or paper:

1. Write your job description. Include skills needed: technical, communication, administrative or supervisory.

2. What were your first impressions?

3. What is different than you expected?

4. What were you able to accomplish?

5. What were the effects of what you did? How do you feel about your role?

6. How does what you did (or observed) relate to your coursework?

7. What are the biggest problems faced by your organization in meeting the needs of people served? (This could be a social service issue, or a business objective.)

8. Describe the current state of the organization or business you work for. Does it exist in a stable or an unstable environment? For example, is funding a problem, or is competition intense?

9. Explain a misunderstanding, disagreement or conflict you observed, or were involved in. Who were the key players and what was their role? What points of view did the differing people hold? What attitudes, feelings or values did they express? What was the end result? What could be done to avoid or resolve such a conflict in the future?

10. Describe how this experience will influence your future, either as a citizen or as an employee in a similar environment.

11. Look at the Learning Objectives that you wrote and comment on your accomplishments or barriers to achieving those goals.

Sample Reflection Paper: Paralegal, LA 280A

Reflection Paper Requirements:

The reflection paper must be typed and two pages in length. The goal of the paper is to reflect upon your work site experience and to let me know what you thought of the course. Your paper should respond to the following questions:

1. Do you think the Cooperative Education class (LA 280A) is a positive addition to the Paralegal program? Why or why not.

2. Would you recommend your place of employment to another student? Why or why not.

3. Would you recommend Co-op to another student? Why or why not?

4. Did you feel that your course work adequately prepared you for Co-op? Why or why not.

5. If you could change anything about Co-op what would you change? Please be specific.

A good paper consists of brief, yet insightful and candid answers addressing each question listed above. Your paper is due at the work site visit along with the *Employer Evaluation Form*.

Sample Student Evaluation

VT280 – Cooperative Education Clinic Evaluation

Completed by Student

Clinic Name: _____Number of Veterinarians:_____

Specialty area (if any): _____Number of Technicians:_____

Student Name (optional): _____College Term/Year: _____

1. Who was responsible for supervising you? (Technician, doctor, other)

   Name:_____

2. How did you arrive at a weekly work schedule to follow while you were at the clinic (e.g. lunch break, starting time)?

3. Did you identify someone at the clinic to notify in case you would be late or absent? Who?

4. Did you identify someone at the clinic you could ask for periodic feedback on your performance?

   Were you able to do that? Explain:

5. How did the clinic schedule their working days? (Dentistries on certain days? Surgeries? Spays/neuters?)

6. How did you know which activities or procedures you could participate in? (Did you ask the clinic staff, or did they give you a specific list?)

7. Were there any procedures you felt uncomfortable or unable to perform? Explain:

8. Was adequate help or assistance in learning procedures always available?

9. Do you think the clinic utilized your PCC training? Explain:

10. Any other information you would like to give us about your experience with this clinic?

*** Turn this form into the Cooperative Education Instructor by the end of the term.