

**COOPERATIVE
EDUCATION
WORKBOOK**

**MIAMI-DADE
COLLEGE
NORTH CAMPUS**

11380 N.W. 27th Avenue

Miami, Florida 33167

Student's Name _____ Semester _____ Date _____

Student Number _____ Course No. _____ Reference No. _____

Employer _____ MDC Coordinator. _____

Address _____

Phone (Day) _____ Phone (Evening) _____

The Meaning of Cooperative Education

Cooperative Education is a program that provides students the option of combining on-campus courses with pre-arranged off-campus career-oriented work experiences under the joint supervision of sponsoring employer and a college coordinator.

The program is described in detail in the College Catalog.

Purposes of this Cooperative Education Workbook

The purposes of this workbook are:

- A. To make you aware of what you are learning as a result of your Cooperative Education Work Experience, and
- B. To provide a means of evaluating that learning and your work habits.

Summary of Cooperative Education Regulations

Students are required to register for the appropriate Cooperative Education course each term.

Students are expected to go to all interviews and to accept a job if it meets the requirements agreed upon by the Cooperative Education Staff.

Students are required to report to the Cooperative Education Faculty Advisor's Office all absences from work.

Students are required to report to the Cooperative Education Faculty Advisor's Office all changes in work assignments, address, wages, supervisor, etc.

Steps in Completing the Cooperative Education Workbook

1. Provide the information required on the outside cover.
2. Write six objectives on pages 6 and 7, and sign your name and date.
3. Obtain the approval and signature of your on-the-job supervisor. Your supervisor may suggest changes.
4. Make arrangements to meet with your assigned Cooperative Education Faculty Advisor to review your objectives. This must be done by the second week of the semester.
5. Retain the workbook while working toward your objectives.
6. Complete a mid-term report and bring it to the Cooperative Education Faculty Advisor's Office by the eighth week of the semester.
7. Have your on-the-job supervisor complete the end of term evaluation. See pages 8, 9 and 10.
8. Complete your Self-Evaluation on page 11, 12, 13 and 14.
9. Bring the workbook to the Cooperative Education Faculty Advisor's Office by the beginning of Final Exams Week at the end of the semester.

Cooperative Education Grading Policy

The workbook must be returned by the final week of the semester in order to receive a passing grade.

If the workbook is not returned by the due date, a failing grade will be assigned.

Final Cooperative Education grades will also be negatively affected by the following:

1. An evaluation that indicates a lack of concern for the accomplishment of the agreed to and stated objective.
2. Late, incomplete or missing objective.
3. Late, incomplete or missing evaluations.
4. Not having workbook available for on-site visits by the Cooperative Education Faculty Advisor.
5. Not attending scheduled on-campus interviews or meetings.

Examples of Measurable Learning Objectives

The preparation of these objectives is one of the more difficult aspects of the course for most students. First-time Cooperative Education students usually write objectives that are really platitudes. They sound good, but are too broad, and the achievement of the objective cannot be measured. The following are examples of poorly stated and acceptably stated objectives.

POORLY STATED	ACCEPTABLY STATED
1. Become a better salesperson.	Increase my sales by 10% while keeping complaints at or below their present level, as judged by my supervisor.
2. Learn about the organizational structure of the company.	Prepare an organizational chart of my division that indicates job titles, names of managers and lines of authority within the division.
3. Improve my knowledge of inventory control.	Prepare a procedure for my employer that assures that the inventory level of three items is maintained at a level that reduces the investment in these items, while simultaneously assuring that the inventory level is sufficient to support the productions schedule.

Your objectives are to be written by you and reviewed by your supervisor who may suggest changes or additions.

Do not put your objectives in this workbook until you have them approved by your supervisor.

Make a copy of your objectives and give it to your Cooperative Education Faculty Advisor.

STUDENT'S OBJECTIVES

Student's Name _____ Student No. _____

Supervisor's Name/Title _____

Student's Job Title _____

LEARNING OBJECTIVES FOR SEMESTER _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

REQUIRED SIGNATURES

Student _____ Date _____

Supervisor _____ Date _____

Coop Faculty Advisor _____ Date _____

Notes:

1. These objectives must be completed and dated before the end of the second week of the semester.
2. See following pages for end of semester evaluation.

EVALUATION INSTRUCTIONS

FOR

SUPERVISOR

The following two pages are to be completed by the supervisor and returned to the student/employee by the beginning of the week before Final Exams Week.

The employer's evaluation of student learning accomplishments should indicate how well the student has achieved each of his objectives. Comments and a percentage figure should be used to indicate how much of each one was met. Also, the employer is asked to rate the student/employee's general work habits by using the check sheet on page 10.

After the evaluation is completed, the booklet is to be returned to the student. It is then the student's responsibility to complete the self-evaluation on page 11 and return the workbook to the Cooperative Education Faculty Advisor on campus by the beginning of Final Exams Week.

**EMPLOYER'S EVALUATION
OF
STUDENT LEARNING OBJECTIVES**

Describe how well student completed each of the six objectives listed on page 6.

Rating.

1.	
2.	
3.	
4.	
5.	
6.	

Supervisor _____ Date _____

EMPLOYER'S EVALUATION

GENERAL WORK HABITS

Instructions: The immediate supervisor will evaluate the student objectively, comparing him/her with other students at comparable academic levels, with other personnel assigned the same or similarly classified jobs, or with individual standards.

RELATIONS WITH OTHERS <input type="checkbox"/> Exceptionally well accepted. <input type="checkbox"/> Works well with others. <input type="checkbox"/> Gets along satisfactorily. <input type="checkbox"/> Has some difficulty working with others. <input type="checkbox"/> Works poorly with others.	ATTITUDE <input type="checkbox"/> Outstanding in enthusiasm. <input type="checkbox"/> Very interested and industrious. <input type="checkbox"/> Average in diligence and interest. <input type="checkbox"/> Somewhat indifferent. <input type="checkbox"/> Unreliable.
JUDGEMENT <input type="checkbox"/> Exceptionally mature. <input type="checkbox"/> Above average in making decisions. <input type="checkbox"/> Usually makes the right decisions. <input type="checkbox"/> Consistently uses bad judgement.	DEPENDABILITY <input type="checkbox"/> Completely dependable. <input type="checkbox"/> Above average in dependability. <input type="checkbox"/> Usually dependable. <input type="checkbox"/> Sometimes neglectful or careless. <input type="checkbox"/> Unreliable.
ABILITY TO LEARN <input type="checkbox"/> Learns very quickly. <input type="checkbox"/> Learns readily. <input type="checkbox"/> Average in learning. <input type="checkbox"/> Rather slow to learn. <input type="checkbox"/> Very slow to learn.	QUALITY OF WORK <input type="checkbox"/> Excellent. <input type="checkbox"/> Very Good. <input type="checkbox"/> Average. <input type="checkbox"/> Below Average. <input type="checkbox"/> Very Poor.
ATTENDANCE <input type="checkbox"/> Regular; <input type="checkbox"/> Irregular	PUNCTUALITY <input type="checkbox"/> Regular; <input type="checkbox"/> Irregular
OVERALL PERFORMANCE: <input type="checkbox"/> Outstanding; <input type="checkbox"/> Very Good; <input type="checkbox"/> Average; <input type="checkbox"/> Marginal; <input type="checkbox"/> Unsatisfactory	

COMMENTS: _____

SUPERVISOR: _____ DATE _____

STUDENT'S EVALUATION OF CO-OP EXPERIENCE

1. Give a brief description of your job. _____

2. Did your work assignment and tasks have any relation to your educational major or your occupational interests? _____

3. Did your assignment provide you with progressively increasing responsibility? If no, specify in what way they failed to meet your expectations if you think the projects or tasks you worked on were below your level of ability. _____

4. How often did your supervisor discuss problems and/or your progress with you? Explain. _____

5. Describe any training courses you took during this assignment and what benefits you derived from them. _____

6. Describe any particular aspects of this assignment (either positive or negative) that stand out in your mind. _____

7. If you would recommend your present work assignment area for another co-op student, describe any particular background, training or interests he/she should have to derive maximum benefit from it. _____

STUDENT'S SIGNATURE _____ DATE _____

RECEIVED BY FACULTY ADVISOR _____ DATE _____

FINAL GRADE _____

