

Continuous-Intake Cooperative Education (CIC)

What is continuous-intake cooperative education and how do students participate in it?

Continuous-intake cooperative education allows students to:

- enter cooperative education programs throughout the school year rather than only at the beginning of a year, term, or semester;
- be enrolled in the program either full-time or part-time, depending on their particular situation;
- identify themselves as possible CIC candidates, or be identified by a staff member. Students can be referred to the program by an administrator, guidance counsellor, or Student Success Team and are interviewed by the cooperative education teacher to ensure that:
 - a placement appropriate to the student's goals and needs is available;
 - the student is ready to undertake learning in the workplace and has a genuine desire to participate in the program.

How do students benefit from participating in continuous-intake cooperative education?

Participation in continuous-intake cooperative education:

- allows students who are experiencing difficulty in their regular school program because of personal or academic challenges to continue learning and earning credits in a different way and in a new environment – that is, in a work placement;
- allows flexible re-entry to school after the academic year/semester has started for students whose attendance at school has been interrupted or who have left school without a diploma;
- enables students to re-engage in school through a flexible program that meets their individual needs.

How is continuous-intake cooperative education delivered?

Continuous-intake cooperative education is delivered through:

- board-based programs that are accessible to students from a variety of schools. These programs are typically staffed centrally;
- school-based programs that are usually available only to students within the home school;
- a classroom component that is flexible enough to accommodate the varying schedules of the students.

Programming considerations

In establishing continuous-intake cooperative education programs, school board and school administrators should ensure that:

- teaching staff are available as needed to deliver the program throughout the school year;
- non-teaching staff members (e.g., educational assistants) are available to support students who may be experiencing extraordinary challenges;
- the curriculum for the classroom component is highly accessible (e.g., delivered through e-learning modules) and appropriate to the reading and writing levels and learning styles of the students;
- students who lack a related course for their co-op placement are offered opportunities to take the related course concurrently with their co-op course through classroom delivery, e-learning, or the Independent Learning Centre;
- if the board chooses to permit a student to receive remuneration, it nevertheless maintains control over the direction of all co-op learning activities and makes sure that all policy requirements for co-op programs are met.

Resources

- E-learning modules for the classroom component of co-op programs are available from e-Learning Ontario, at <http://resources.elearningontario.ca>.
- Independent Learning Centre: www.ilc.org

For co-op program requirements, see the Cooperative Education Fact Sheet at www.edu.gov.on.ca/extra/eng/ppm/factsheet.html.