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Subject: Revised Copies of Cooperative Education Course Proposals

Date: June 14, 1988

To: Dr. Hilda Richards  
Provost and Vice President for Academic Affairs

From: Janis C. Brooks, Director  
Cooperative Education



Enclosed are revised copies of Cooperative Education's course proposal (UN 299 and UN 399) and Journalism's course proposal (JN 299 and JN 399) for your review.

If you need any other information, please call me at x2121.

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Enclosures

## Cover Statement

### Cooperative Education: A National Trend

About 1,000 universities and colleges in the U.S. are involved in Cooperative Education, that is, field-based or experiential education programs which rotate students between classes and jobs in areas related to their disciplines. Those figures are supplied by James W. Wilson, a researcher from Northeastern University in Boston. According to his study, 200,000 students participate in cooperative education programs which range from engineering to fine arts. And the institutions, 55 percent of which are four-year institutions, include both large universities such as Long Island University in Brooklyn and small liberal arts Kalamazoo College in Michigan. Some of the more selective institutions operating cooperative education programs are Carnegie-Mellon, Cornell, Columbia, the Rochester Institute of Technology and the University of California at Berkeley. There is a clear national trend in higher education toward Cooperative Education. One thousand universities and 200,000 students this year have seen the advantages for students and institutions participating in this field-based concept. The proposals for courses in Cooperative Education which are being submitted to the senate are based on the assumption that the time is propitious for IUP to avail itself of the advantages of Cooperative Education and take a leadership role in Cooperative Education among the state universities and in the region.

### Distinction between Cooperative Education and Internships

Cooperative Education, unlike the internship program, operates under the U.S. Department of Education's general guidelines as spelled out in Title VIII. It is through a Title VIII grant that IUP has received federal funds to develop a cooperative education program here on campus. Like internships, Cooperative Education involves experiential or field-based education, but Co-ops are structured differently from internships. Cooperative Education guidelines mandate two placements at the work site and thus rotate the student between periods of traditional class work on campus and work experiences in the field. One of these placements generally occurs early in the student's academic career - usually between the freshman and sophomore years (after the student has earned 30 credits) - and the other takes place during the student's junior or senior year.

Placements at work sites can be either alternating or parallel; an alternating placement calls for a student to separate the two full-time cooperative work experiences by at least a semester or term (during which the student enrolls as a full-time student for at least 12 credits of regular course work); during a parallel placement, a student spends at least 20 hours a week at the placement site and the remainder of the semester or term as a part-time student.

Cooperative Education is a cumulative educational experience that serves a number of purposes. It gives students a chance to evaluate career options early in the college years as well as the opportunity to practice more advanced professional skills at a later stage in the college preparation. The early exposure of students to a professional atmosphere tends to produce more focused students who regard academic responsibilities more seriously and with greater appreciation. The later cooperative experience gives students the chance to

practice their chosen professions in an atmosphere where they have access to the latest advancements and techniques as well as technology - advantages not always available on the campus. In addition, Cooperative Education makes it possible for IUP to expand its geographic radius not only nationally but internationally in all of those organizations where IUP successfully places student co-ops.

Unlike internships, cooperative experiences must be paid by the cooperative employer, giving the student some measure of professional status and a way to defray educational expenses.

#### Enrollment and Faculty Load

Faculty load equivalency for cooperative education will be determined by stipulations set forth in the CBA governing the supervision of interns. Seventy-two credits of internship supervision equal three credits of faculty work load. Unlike internships, some cooperative education experiences carry no credits. In such cases, the terms of faculty supervision will still be determined by special provisions in the CBA. If the student taking a no-credit cooperative education course completes all the requirements established for the experience as certified by the cooperative employer and the university, the completion of the experience will be noted on the student's transcript.

#### Credit and Length of Placement

If credit is being given for the experience, for each credit granted for cooperative education, the student should spend a minimum of two weeks working at the cooperative placement site. That means that a student should spend about 80 hours in cooperative placement for each credit earned. A three-credit cooperative education placement ought to require the student to spend about six weeks in placement, and so on. If no credit is given, the length of the experience will be left to the discretion of each department involved.

#### Requirements

The first experience of the two mandated cooperative placements will be orientational. The student will be required to successfully complete a set of tasks set forth in the job description agreed to by the employer, student, and advisor. And of at least equal importance, the student will be required to conduct supervised research covering the following topics: the organization offering the placement, professional practices, career options and qualifications of professionals in the field, state-of-the-art theory, techniques and equipment being used, and so on. The research will culminate in a substantial research paper, which will become a major factor in determining the grade for credit-bearing experiences.

To complete the paper, the student will have to note observations as well as gather information from a variety of documents. In effect, the student will be required to perform an ethnographic study of the cooperative organization and the professional dimensions associated with it.

The second cooperative placement, the one taken during the student's junior or senior year, will focus more intensely on the quality of the advanced professional activities performed by the student. During this placement the student will be expected to practice skills roughly comparable to those expected of an entry level professional. Such skills and attendant tasks will be carefully spelled out by the instructor of record and the employer and closely monitored and evaluated by the instructor. In addition, the student will perform a supervised research study of professional advancements in a specific area or topic in the student's field. This narrowly focused, in-depth study will cover not only the latest advancements in the area but likely future trends as well. This second research study should reflect the student's increased maturity and depth of knowledge and experience, in other words, measure the student's growth in this cumulative experience.

### Resources

Since the cooperative program will grow at a moderate rate, no dramatic new demands will be placed on faculty or other resources. But since most of the cooperative placements will generate credits and tuition, any growth experienced by the program will be matched by a growth in the resource base. In the case of most departments, no new additional faculty time will be needed to accommodate student cooperative supervision in the near term. However, at some point in the future, additions may be necessary, but at least partially provided for by the growth in sources of revenue.

The academic vice president and the academic deans have pledged to support cooperative education and to provide resources needed to ensure the success of the program. The Title VIII grant received by the university will continue to provide funds for staff administering the cooperative education program as well as for faculty cooperative coordinators at least until the fall of 1988. After that, IUP is eligible to seek funding until the five-year funding limitation period is reached. To date, grant funds have provided for library acquisitions, equipment, travel and professional development of faculty and administration. After the program is fully developed, it is anticipated that no grant funds will be necessary and that revenues from the program will contribute toward its support as in any other academic program.

I. Catalog Description  
JN 299 Cooperative Education

Zero credits

Prerequisites: JN 105, 30 credits at the beginning of the Cooperative experience. Approval of Cooperative Coordinator.

The initial course in a program that complements journalistic theory with practical application through job related experiences. Journalism majors in this course work alongside publicists and communication specialists in business, industry and government, observing practitioners and immersing themselves in the professional culture in this field.

## II. Course Objectives

1. To give students an opportunity to integrate academic theory and professional practice.
2. To give students an opportunity to experience a professional environment in the fields of journalism (news/editorial) or public relations and to test their interest in these career areas.
3. To give students a chance to evaluate career objectives.
4. To give students an experiential basis on which to assess and critique theoretical concepts.
5. To give students access to state-of-the-art technology in many cases not available on campus.
6. To establish contacts for further employment.
7. To give students a chance to develop a mature perspective which will not only enhance their likelihood of success in the world of work but in their academic careers as well.
8. To help students defray educational costs through remuneration from the cooperative experience.
9. To immerse the student in a professional environment where advanced communication skills, especially writing and editing constitute the central activity.
10. To give the student a chance to practice communication skills commensurate with the student's level of training.
11. To give students a chance to enhance research and information gathering techniques.

## III. Course Outline

In addition to the stipulated work schedule arranged by the cooperative

employer, the student will research the following topics during the experience and report on them in the academic paper due at the conclusion of the Co-op experience:

- a. Information for career options in news/editorial or public relations work.
- b. Information for job selection
  1. Jobs in one or more of the following areas: news/editorial media or public relations or technical writing, or advertising
  2. Organizational training programs
  3. Various employing organizations
  4. Qualifications for specific positions in news/editorial or public relations work
    - (a) education/training
    - (b) experience
    - (c) personal attributes
  5. Recruiting and hiring practices of the employing organization
  6. Career paths and advancement
  7. Nature of the work
  8. Working conditions
  9. Remuneration and rewards
  10. Job hazards and strains
  11. Entrepreneurship
  12. Consulting and freelancing
- c. Current practices

Journalism: trends in reporting style and technique, coverage [eg. emphasis on business reporting, medical reporting, etc.]  
technological advances in typology, layout, and printing

### Public Relations

current trends in agency work

current trends in corporate communications

current trends in public sector communications

#### IV. Evaluation

The final grade for the course will be determined by the instructor of record in consultation with the site supervisor on the basis of objectives set out before the experience according to the following formula:

35% Site visitation and teleconference

35% Academic paper

15% Progress reports

15% Reports on academic readings

#### V. Required Books and Supplemental Readings

Books and manuals provided by the cooperative employer. References about professional theory, practice, and standards required by the academic department.

#### VI. Students will keep a daily log booklet.

#### VII. Bibliography will be determined as stated in V.

##### A. DETAILS OF THE COURSE

A1. Cooperative Education perceives the workplace as an extension of the classroom, and experiential education as an academic experience. Students continue to learn during the cooperative experience. They increase their theoretical knowledge as well as their practical skills. As evidence of this students generally return to the university better learners and students than when they left. Studies by Northeastern University's Research Center and the Professional Laboratory Experiences office show



that students' QPAs are likely to rise after an experiential education experience. One of the intangible benefits of a cooperative experience is increased maturity and dedication on the part of the student.

A2. This course does not require changes in any other courses or programs in the department.

A3. This course is similar to the department's other experiential education course, (Internship) JN 493, but differs in a number of significant ways as spelled out in the cover document accompanying this proposal.

Cooperative Education students are required, under Title VIII federal regulations, to participate in at least two cooperative placements, separated by at least one semester of regular class attendance as a full-time student. Also, each placement must be paid by the cooperative employer. This first experience is highly orientational, giving the student the opportunity to observe advanced professionals in the field and perform limited professional duties. The cooperative program gives students the chance to evaluate their contemplated career choices earlier than possible in other experiential programs. A fuller statement of distinctions between co-op and other experiential courses is delineated in the cover document accompanying this proposal.

A4. This course has not been offered in the journalism department on a trial basis. However, cooperative education courses have been approved for zero credits in the following departments - Consumer Services and Food and Nutrition.

A5. This course is not intended to be offered dual-level.

A6. This course will be offered for zero credits on a pass-fail basis. The journalism department feels credit hours and letter grades should be

reserved for courses that more directly test specific journalism skills.

A7. Cooperative Education courses are offered at these institutions:

Drexel, Widener, Penn State, Bloomsburg, CMU, Pitt, St. Vincent's, Robert Morris, Villanova, and Duquesne.

A8. The National Society for Internships in Experiential Education (NSIEE) recommends this course.

B. INTERDISCIPLINARY IMPLICATIONS

B1. This course will have an instructor of record from the journalism department and an on-site supervisor.

B2. Because cooperative education courses by definition involve at least two work experiences, a corollary course JN 399 will be required and a proposal for it will be submitted to the UWUCC simultaneously with this proposal.

B3. This course will not overlap with courses from any other departments.

B4. This course will not be available to students in Continuing Education.

C. IMPLEMENTATIONS

C1. Resources

- a. No new faculty will be needed to offer this course. The department anticipates that some of the students who might elect to take internship courses will instead opt for cooperative education. So no dramatic rise in the amount of faculty supervision is anticipated. Since JN 299 is not taken for credit, no on-site faculty supervision is necessary.
- b. No additional space is necessary to offer this course.
- c. No additional supplies are necessary for this course.
- d. No additional equipment is necessary for this course.

- e. Available library materials are sufficient for this course.
  - f. JN 299 will not require on-site supervision and no additional travel funds will be required for this course. Teleconferencing will require additional budget allocations for toll calls, in the order of a few hundred dollars a year.
  - g. The cover document accompanying this proposal addresses the issue of commitment from the University.
- C2. The Cooperative Education program is presently operating under a Title VIII matching federal grant. It is anticipated that in the near future the role of the grant funding will diminish and become phased out.
- C3. The course will be offered every semester if student demand warrants.
- C4. The number of sections of the course will be determined by enrollment figures.
- C5. Faculty workload for supervision of this course will be determined by the internship load regulations stipulated in the CBA.
- C6. Statement C5 applies here.
- C7. This course will not be a curriculum requirement.

I. Catalog Description  
JN 399 Cooperative Education

Variable credits:  
Three to 12

Prerequisites JN 299, JN 120 and JN 328, 60 credits. Good academic standing.

Approval of the Cooperative Coordinator.

The subsequent course in a program that complements journalistic theory with practical application through job related experiences. Journalism majors in this course work alongside publicists and communication specialists in business, industry and government, observing practitioners and immersing themselves in the professional culture in this field.

## II. Course Objectives

1. To give students an opportunity to integrate academic theory and professional practice.
2. To give students an opportunity to experience a professional environment in the fields of journalism or public relations and to test their interest in these career areas.
3. To give students a chance to evaluate career objectives.
4. To give students an experiential basis on which to assess and critique theoretical concepts.
5. To give students access to state-of-the-art technology in many cases not available on campus.
6. To establish contacts for further employment.
7. To give students a chance to develop a mature perspective which will not only enhance their likelihood of success in the world of work but in their academic careers as well.
8. To help students defray educational costs through remuneration from the cooperative experience.
9. To immerse the student in a professional environment where advanced communication skills, especially writing and editing constitute the central activity.
10. To give the student a chance to practice communication skills commensurate with the student's level of training.
11. To give students a chance to enhance research and information gathering skills.

## III. Course Outline

In addition to the stipulated work schedule arranged by the cooperative

employer, the student will research topics such as the following during the experience and report on them in the academic paper due at the conclusion of the Co-op experience.

A. Orientation to work and employer

1. Learning the system
2. Work habits
3. Following rules and procedures
4. Ambition and growth
5. Ethical codes
6. Organizational culture

B. Presentation of self

1. Decorum and appearance
2. Business and social etiquette
3. Language: written and oral

C. Interpersonal relations and group dynamics

1. Accepting criticism
2. Problem solving
3. Team work
4. Leadership

D. Career development

1. Continuing education for professional growth
2. Changing jobs/careers/employers
3. Participating in professional organizations

E. Issues of equity

1. Equal employment opportunity
2. Affirmative action

F. Projections for the Future

Journalism: the print media, the electronic media  
Publications: the impact of the information explosion and technological advances

IV. Evaluation

The final grade for the course will be determined by the instructor of record in consultation with the site supervisor on the basis of objectives set out before the experience according to the following formula:

35% Site visitation and teleconference

35% Academic paper

15% Progress reports

15% Reports on academic readings

V. Required Books and Supplemental Readings

Books and manuals provided by the cooperative employer. References about professional theory, practice, and standards required by the academic department.

VI. Students will maintain a daily log.

VII. Bibliography will be determined as stated in V.

A. DETAILS OF THE COURSE

A1. Cooperative Education perceives the workplace as an extension of the classroom, and experiential education as an academic experience. Students continue to learn during the cooperative experience. They increase their theoretical knowledge as well as their practical skills. As evidence of this students generally return to the university better learners and students than when they left. Studies by Northeastern University's Research Center and the Professional Laboratory Experiences office show that students' QPAs are likely to rise after an experiential education experience. One of the intangible benefits of a cooperative experience is increased maturity and dedication.

A2. This course does not require changes in any other courses or programs in the department.

A3. This course is similar to the department's other experiential education course, (Internship) JN 493, but differs in a number of significant ways. Cooperative Education students are required, under Title VIII federal

regulations, to participate in at least two cooperative placements, separated by at least one semester of regular class attendance as a full-time student. Also, each placement must be paid by the cooperative employer. This subsequent cooperative education experience gives students the opportunity to put into practice the advanced journalistic training received in the classroom, evaluate their own skills and career objectives.

- A4. This course will be offered for credits ranging from zero to 12, depending on the election of the student. In no case will more than 12 credits of experiential education courses apply to the student's university requirements for graduation, including departmental requirements.
- A5. This course is not intended to be offered dual-level.
- A6. This course will be offered for three to twelve credits and is taken as free electives in the student's undergraduate degree program.
- A7. Similar courses are offered at these institutions:  
Drexel, Widener, Penn State, Bloomsburg, CMU, Pitt, St. Vincent's, Robert Morris, Villanova, and Duquesne.
- A8. The National Society for Internships in Experiential Education (NSIEE) recommends but does not require this course.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. The course will have an instructor of record from the journalism department and an on-site supervisor.
- B2. Because cooperative education courses by definition involve at least two work experiences, a corollary course will be required and a proposal for it will be submitted to the UMUCC simultaneously with this proposal.
- B3. This course will not overlap with courses from any other departments.



B4. This course will not be available to students in Continuing Education.

C. IMPLEMENTATIONS

C1. Resources

- a. No new faculty will be needed to offer this course. The department anticipates that some of the students who might elect to take internship courses will instead opt for cooperative education. So no dramatic rise in the amount of faculty supervision is anticipated.
- b. No additional space is necessary to offer this course.
- c. No additional supplies are necessary for this course.
- d. No additional equipment is necessary for this course.
- e. Available library materials are sufficient for this course.
- f. JN 399 will require one on-site visit for supervision. Funds for this, as for internship travel, will be needed. But JN 399 will generate tuition credits, as internships do.
- g. The cover document accompanying this proposal addresses the issue of commitment from the University.

C2. The Cooperative Education program is presently operating under a Title VIII matching federal grant. It is anticipated that in the near future the role of the grant funding will diminish and become phased out.

C3. The course will be offered every semester if student demand warrants.

C4. The number of sections of the course will be determined by enrollment figures.

C5. Faculty workload for supervision of this course will be determined by the internship load regulations stipulated in the CBA.

C6. Statement C5 applies here.

C7. This course will not be a curriculum requirement.

## Cover Statement

### Cooperative Education: A National Trend

About 1,000 universities and colleges in the U.S. are involved in Cooperative Education, that is, field-based or experiential education programs which rotate students between classes and jobs in areas related to their disciplines. Those figures are supplied by James W. Wilson, a researcher from Northeastern University in Boston. According to his study, 200,000 students participate in cooperative education programs which range from engineering to fine arts. And the institutions, 55 percent of which are four-year institutions, include both large universities such as Long Island University in Brooklyn and small liberal arts Kalamazoo College in Michigan. Some of the more selective institutions operating cooperative education programs are Carnegie-Mellon, Cornell, Columbia, the Rochester Institute of Technology and the University of California at Berkeley. There is a clear national trend in higher education toward Cooperative Education. One thousand universities and 200,000 students this year have seen the advantages for students and institutions participating in this field-based concept. The proposals for courses in Cooperative Education which are being submitted to the senate are based on the assumption that the time is propitious for IUP to avail itself of the advantages of Cooperative Education and take a leadership role in Cooperative Education among the state universities and in the region.

### Distinction between Cooperative Education and Internships

Cooperative Education, unlike the internship program, operates under the U.S. Department of Education's general guidelines as spelled out in Title VIII. It is through a Title VIII grant that IUP has received federal funds to develop a cooperative education program here on campus. Like internships, Cooperative Education involves experiential or field-based education, but Co-ops are structured differently from internships. Cooperative Education guidelines mandate two placements at the work site and thus rotate the student between periods of traditional class work on campus and work experiences in the field. One of these placements generally occurs early in the student's academic career - usually between the freshman and sophomore years (after the student has earned 30 credits) - and the other takes place during the student's junior or senior year.

Placements at work sites can be either alternating or parallel; an alternating placement calls for a student to separate the two full-time cooperative work experiences by at least a semester or term (during which the student enrolls as a full-time student for at least 12 credits of regular course work); during a parallel placement, a student spends at least 20 hours a week at the placement site and the remainder of the semester or term as a part-time student.

Cooperative Education is a cumulative educational experience that serves a number of purposes. It gives students a chance to evaluate career options early in the college years as well as the opportunity to practice more advanced professional skills at a later stage in the college preparation. The early exposure of students to a professional atmosphere tends to produce more focused students who regard academic responsibilities more seriously and with greater appreciation. The later cooperative experience gives students the chance to

practice their chosen professions in an atmosphere where they have access to the latest advancements and techniques as well as technology - advantages not always available on the campus. In addition, Cooperative Education makes it possible for IUP to expand its geographic radius not only nationally but internationally in all of those organizations where IUP successfully places student co-ops.

Unlike internships, cooperative experiences must be paid by the cooperative employer, giving the student some measure of professional status and a way to defray educational expenses.

#### Enrollment and Faculty Load

Faculty load equivalency for cooperative education will be determined by stipulations set forth in the CBA governing the supervision of interns. Seventy-two credits of internship supervision equal three credits of faculty work load. Unlike internships, some cooperative education experiences carry no credits. In such cases, the terms of faculty supervision will still be determined by special provisions in the CBA. If the student taking a no-credit cooperative education course completes all the requirements established for the experience as certified by the cooperative employer and the university, the completion of the experience will be noted on the student's transcript.

#### Credit and Length of Placement

If credit is being given for the experience, for each credit granted for cooperative education, the student should spend a minimum of two weeks working at the cooperative placement site. That means that a student should spend about 80 hours in cooperative placement for each credit earned. A three-credit cooperative education placement ought to require the student to spend about six weeks in placement, and so on. If no credit is given, the length of the experience will be left to the discretion of each department involved.

#### Requirements

The first experience of the two mandated cooperative placements will be orientational. The student will be required to successfully complete a set of tasks set forth in the job description agreed to by the employer, student, and advisor. And of at least equal importance, the student will be required to conduct supervised research covering the following topics: the organization offering the placement, professional practices, career options and qualifications of professionals in the field, state-of-the-art theory, techniques and equipment being used, and so on. The research will culminate in a substantial research paper, which will become a major factor in determining the grade for credit-bearing experiences.

To complete the paper, the student will have to note observations as well as gather information from a variety of documents. In effect, the student will be required to perform an ethnographic study of the cooperative organization and the professional dimensions associated with it.

The second cooperative placement, the one taken during the student's junior or senior year, will focus more intensely on the quality of the advanced professional activities performed by the student. During this placement the student will be expected to practice skills roughly comparable to those expected of an entry level professional. Such skills and attendant tasks will be carefully spelled out by the instructor of record and the employer and closely monitored and evaluated by the instructor. In addition, the student will perform a supervised research study of professional advancements in a specific area or topic in the student's field. This narrowly focused, in-depth study will cover not only the latest advancements in the area but likely future trends as well. This second research study should reflect the student's increased maturity and depth of knowledge and experience, in other words, measure the student's growth in this cumulative experience.

### Resources

Since the cooperative program will grow at a moderate rate, no dramatic new demands will be placed on faculty or other resources. But since most of the cooperative placements will generate credits and tuition, any growth experienced by the program will be matched by a growth in the resource base. In the case of most departments, no new additional faculty time will be needed to accommodate student cooperative supervision in the near term. However, at some point in the future, additions may be necessary, but at least partially provided for by the growth in sources of revenue.

The academic vice president and the academic deans have pledged to support cooperative education and to provide resources needed to ensure the success of the program. The Title VIII grant received by the university will continue to provide funds for staff administering the cooperative education program as well as for faculty cooperative coordinators at least until the fall of 1988. After that, IUP is eligible to seek funding until the five-year funding limitation period is reached. To date, grant funds have provided for library acquisitions, equipment, travel and professional development of faculty and administration. After the program is fully developed, it is anticipated that no grant funds will be necessary and that revenues from the program will contribute toward its support as in any other academic program.

I. Catalog Description  
UN 299 Cooperative Education

Variable credits

Prerequisites: Sophomore Standing and the Approval of Co-op Coordinator

The initial experience in a program designed to combine classroom theory with practical application through job related experiences. Students are actively employed in Business, Industry, Government, and a variety of organizations and agencies with a work focus which relates to their academic training and career objectives. The student is required to be in good academic standing and to serve a minimum of two alternating work experiences. Requirements include one on-site visitation and two teleconferences, written progress reports, and an academic paper.

## II. Course Objectives

1. To give students an opportunity to integrate academic theory and professional practice.
2. To give students an opportunity to experience a professional environment in the field of their choice and test their interest in particular careers.
3. To give students a chance to evaluate career objectives.
4. To give students an experiential basis on which to assess and critique theoretical concepts.
5. To give students access to state-of-the-art technology in many cases not available on campus.
6. To establish contacts for further employment.
7. To help students develop professional communication skills.
8. To give students a chance to develop a mature perspective which will not only enhance their likelihood of success in the world of work but in their academic careers as well.
9. To help students defray educational costs through remuneration from the cooperative experience.

## III. Course Outline

In addition to the stipulated work schedule arranged by the cooperative employer, the student will research the following topics during the experience and report on them in the academic paper due at the conclusion of the Co-op experience:

- a. Information for career options
- b. Information for job selection
  1. Jobs in the field

2. Organizational training programs
3. Various employing organizations
4. Qualifications for specific positions in the field
  - (a) education/training
  - (b) experience
  - (c) personal attributes
5. Recruiting and hiring practices of the employing organization
6. Career paths and advancement
7. Nature of the work
8. Working conditions
9. Remuneration and rewards
10. Job hazards and strains
11. Entrepreneurship

#### IV. Evaluation

The final grade for the course will be determined by the instructor of record in consultation with the site supervisor on the basis of objectives set out before the experience. The following is a sample weighting of factors:

- 40% Site visitation and teleconference
- 30% Academic paper
- 15% Progress reports
- 15% Reports on academic readings

#### V. Required Books and Supplemental Readings

Books and manuals provided by the cooperative employer. References about professional theory, practice, and standards required by the academic department.

VI. Students will keep a daily log booklet.

VII. Bibliography Readings will be determined as stated in V.

## A. DETAILS OF THE COURSE

- A1. Cooperative Education perceives the workplace as an extension of the classroom, and experiential education as an academic experience. Students continue to learn during the cooperative experience. They increase their theoretical knowledge as well as their practical skills. As evidence of this students generally return to the university better learners and students than when they left. Studies by Northeastern University's Center for Research and the Professional Laboratory Experiences office show that students' QPAs are likely to rise after an experiential education experience. One of the intangible benefits of a cooperative experience is increased maturity and dedication.
- A2. This course does not require changes in any other courses or programs in the department.
- A3. This course is similar to the University's internship courses, but differs in a number of significant ways: This initial cooperative experience gives the student an opportunity to test the work place realities of their chosen profession early enough in the college career to make changes or adjustments possible. It also gives students a chance to gain maturity, which is an immeasurable but significant benefit. Additional differences between the course and internships are detailed in the cover document accompanying this proposal.
- A4. Cooperative Education courses have been approved by the Senate for zero credit in Food and Nutrition and Consumer Services.
- A5. This course is not intended to be offered dual-level.
- A6. This course is to be taken for variable credits ranging from 0 to 12 credits.
- A7. Similar courses are offered at these institutions:



Drexel, Widener, Penn State, Bloomsburg, CMU, Pitt, St. Vincent's, Robert Morris, Villanova, and Duquesne.

- A8. The National Society for Internships in Experiential Education (NSIEE) recommends but does not require this course.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. The course will have an instructor of record from the various departments and an on-site supervisor.
- B2. Because cooperative education courses by definition involve at least two work experiences, a corollary course will be required and a proposal for it will be submitted to the UWCC simultaneously with this proposal.
- B3. This course will not overlap with courses from any other departments.
- B4. This course will not be available to students in Continuing Education.

C. IMPLEMENTATIONS

C1. Resources

- a. No new faculty will be needed to offer this course.
- b. No additional space is necessary to offer this course.
- c. No additional supplies are necessary for this course.
- d. No additional equipment is necessary for this course.
- e. Available library materials are sufficient for this course.
- f. Travel funds for one on-site visitation by the faculty member of record will be necessary.
- g. The cover document accompanying this proposal addresses the issue of University commitment.

- C2. The Cooperative Education program is presently operating under a Title VIII matching federal grant. It is anticipated that in the near future the role of the grant funding will diminish and become phased out.

- C3. The course will be offered every semester if student demand warrants.
- C4. The number of sections of the course will be determined by enrollment figures.
- C5. Faculty workload for supervision of this course will be determined by the internship load regulations stipulated in the CBA.
- C6. Enrollment per section of this course is governed by the CBA.
- C7. This course will not be a curriculum requirement.

I. Catalog Description  
UN 399 Cooperative Education

Variable credits

Prerequisites UN 299, Junior Standing and approval by the Cooperative Coordinator.

The subsequent course in cooperative education designed to combine classroom theory with practical application through job related experiences. Cooperative Education students are actively employed in Business, Industry and Government with a work focus which relates to their academic training and career objectives. The student is required to be in good academic standing and to serve a minimum of two alternating work experiences, only one being a summer experience.

## II. Course Objectives

1. To give students an opportunity to integrate academic theory and professional practice.
2. To give students an opportunity to experience a professional environment in the field of their choice and test their interest in particular careers.
3. To give students a chance to evaluate career objectives.
4. To give students an experiential basis on which to assess and critique theoretical concepts.
5. To give students access to state-of-the-art technology in many cases not available on campus.
6. To establish contacts for further employment.
7. To help students develop professional communication skills.
8. To give students a chance to develop a mature perspective which will not only enhance their likelihood of success in the world of work but in their academic careers as well.
9. To help students defray educational costs through remuneration from the cooperative experience.
10. To give students the opportunity to put into practice the specialized knowledge and training gained in the classroom.

## III. Course Outline

In addition to the stipulated work schedule arranged by the cooperative employer, the student will research the following topics during the experience and report on them in the academic paper due at the conclusion of the Co-op experience.

- A. Orientation to work and employer
  - 1. Learning the system
  - 2. Work habits
  - 3. Following rules and procedures
  - 4. Ambition and growth
  - 5. Ethical codes
  
- B. Presentation of self
  - 1. Grooming and dressing
  - 2. Business and social etiquette
  - 3. Language: written and oral
  
- C. Interpersonal relations and group dynamics
  - 1. Accepting criticism
  - 2. Problem solving
  - 3. Team work
  - 4. Leadership
  
- D. Career development
  - 1. Continuing education for professional growth
  - 2. Changing jobs/careers/employers
  - 3. Participating in professional organizations
  
- E. Issues of equity
  - 1. Equal employment opportunity
  - 2. Affirmative action

#### IV. Evaluation

The final grade for the course will be determined by the instructor of record in consultation with the site supervisor on the basis of objectives set out before the experience. The following is a sample weighting of factors:

40% Site visitation and teleconference

30% Academic paper

15% Progress reports

15% Reports on academic readings

#### V. Required Books and Supplemental Readings

Books and manuals provided by the cooperative employer. References about

professional theory, practice, and standards required by the academic department.

VI. Students will keep a daily log booklet.

VII. Bibliography Readings will be determined as stated in V.

A. DETAILS OF THE COURSE

A1. Cooperative Education perceives the workplace as an extension of the classroom, and experiential education as an academic experience. Students continue to learn during the cooperative experience. They increase their theoretical knowledge as well as their practical skills. As evidence of this students generally return to the university better learners and students than when they left. Studies by Northeastern University's Research Center and the Professional Laboratory Experiences office show that students' QPAs are likely to rise after an experiential education experience. One of the intangible benefits of a cooperative experience is increased maturity and dedication.

A2. This course does not require changes in any other courses or programs in the department.

A3. This course is similar to the University's internship courses, but differs in a number of significant ways: This second cooperative experience gives the student an opportunity to test the work place realities of their chosen profession early enough in the college career to make changes or adjustments possible. It also gives students a chance to gain maturity, which is an immeasurable but significant benefit. This subsequent cooperative education experience gives students the opportunity to put into practice the advanced training received in the classroom, evaluate their own skills and career objectives.

- A4. Cooperative education courses have been approved by the Senate for zero credit in Food and Nutrition and Consumer Services.
- A5. This course is not intended to be offered dual-level.
- A6. This course is to be taken for variable credits.
- A7. Similar courses are offered at these institutions:  
Drexel, Duquesne, Widener, Penn State, Bloomsburg, CMU, Pitt,  
St. Vincent's, Villanova, and Robert Morris.
- A8. The National Society for Internships in Experiential Education (NSIEE) recommends but does not require this course.
- B. INTERDISCIPLINARY IMPLICATIONS
  - B1. The course will have an instructor of record from the various departments and an on-site supervisor.
  - B2. Because cooperative education courses by definition involve at least two work experiences, a corollary course will be required and a proposal for it will be submitted to the UWUCC simultaneously with this proposal.
  - B3. This course will not overlap with courses from any other departments.
  - B4. This course will not be available to students in Continuing Education.
- C. IMPLEMENTATIONS
  - C1. Resources
    - a. No new faculty will be needed to offer this course.
    - b. No additional space is necessary to offer this course.
    - c. No additional supplies are necessary for this course.
    - d. No additional equipment is necessary for this course.
    - e. Available library materials are sufficient for this course.
    - f. Travel funds for one on-site visitation by the faculty member of record will be necessary.

- g. The cover document accompanying this proposal addresses the issue of University commitment.
- C2. The Cooperative Education program is presently operating under a Title VIII matching federal grant. It is anticipated that in the near future the role of the grant funding will diminish and become phased out.
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