

COOPERATIVE  
EDUCATION  
  
POLICY  
  
&  
  
PROCEDURES  
MANUAL  
  
Revised 2011

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*Appendix B - "The Departmental Advisor Handbook"*

*Appendix C - "The Student Handbook"*



## Introduction

*A successful Cooperative Education (Co-op) Program is based on the mutual understanding and cooperation of students, employers and the college. The Co-op Program offers academic or vocational credit for each semester worked. The program offers both alternating (full time) and parallel (part time) work schedules. Each student must complete certain requirements before being sent on job interviews and also must complete specific objectives related to their program each working semester. Students must maintain a minimum grade point average throughout their co-op experience. These requirements will ensure that students participate in real life occupational experiences which will enhance their education through individualized, on-the-job situations.*

*This Policy and Procedures Manual is a compilation of existing college policies followed by information and procedures taken from the Cooperative Education Student, Employer and Co-op Departmental Advisor's (CDA) Handbooks. The nature of program policy and procedure is an ever-evolving process. This process should have built-in flexibility to effectively deal with changing needs within the community, student population and college. Therefore, policies set forth within this manual are subject to review and revision at the college's discretion.*

COOPERATIVE

EDUCATION

POLICIES

### Definition

*The Cooperative Education (Co-op) Program is a planned, paid work experience in which a student is employed in a job directly related to their academic or vocational field of study. The Co-op Program unites the college, student and employer to provide a well-rounded education and work experience for students entering the job market.*

### Admissions Requirements

#### Minimum Qualifications

*Before being placed in a co-op position, each student must meet general co-op program requirements. To minimally qualify for consideration in the Co-op Program, a student must:*

- 1. Be enrolled in at least a half-time status.*
- 2. Have a minimum of 12 semester hours completed. These can be from any accredited college and "preferably" should be within the current academic major.*
- 3. Have and maintain a minimum 2.5 grade point average (GPA).*
- 4. Attend an individual or group orientation presented by one of the co-op staff.*
- 5. Satisfy any additional co-op, academic coursework and/or employer related requirements.*

**Note:** *Students may have attended college in the past with a low GPA. The past GPA can be waived, if the student's current GPA is a 2.5 or better. If a working student falls below the required GPA, they will be placed on one semester of "Co-op Academic Probation". If their GPA does not improve at the end of the semester, they will be terminated from the program.*

#### 2+2 High School (Business Co-op Education & Distributive Co-op Education) Transfer Qualifications

*Students participating in a high school Co-op Program may have the minimum 12 semester hours completed requirement waived if they:*

- 1. Provide a certified copy of their high school transcript indicating a cumulative 2.5 GPA.*

2. Provide the co-op staff with a letter of recommendation from their BCE/DCT coordinator.
3. Provide the co-op staff with a letter of recommendation from their BCE/DCT employer.

### Cooperative Education Credit

#### College Credit - Curriculum Committee Policy

On November 19, 1992, the Curriculum Committee approved changing Cooperative Education credit to variable college credit (1, 2, 3) semester hours. The Curriculum policy asserted that "Implementing variable credits will allow students greater flexibility in registering for appropriate college credit to count towards their degree. The variable credit will allow students financial latitude when co-op credit will not count towards their degree and will eliminate the past practice of students mixing vocational co-op credit with college credit."

Associate of Arts students may count up to three (3) college credits of co-op toward the elective credits requirement (with prior approval through the course substitution process). Students should be advised of potential upper division transfer problems and notation should be made of such advisement. Under no circumstances may a student substitute co-op credit for general education requirements. Students must complete a minimum of:

135 working hours = 3 semester hours of credit  
90 working hours = 2 semester hours of credit  
45 working hours = 1 semester hour of credit

Associate of Science students may count up to six (6) college credits of co-op toward elective credits unspecified or "in-field" as outlined in program of study. Students must complete a minimum of:

135 working hours = 3 semester hours of credit  
90 working hours = 2 semester hours of credit  
45 working hours = 1 semester hour of credit

If the Associate of Science program contains a work experience component, an equal number of in-field co-op credits may be substituted and counted toward graduation upon final approval of the appropriate Department Head (course substitution required). In no case may co-op credits be substituted for general education credits.



College Credit - "Course Syllabus"

Course Number: Cooperative Education  
\_\_\_\_2949

**Credit Hours:** 3, 2, or 1 credit hours (variable credit)

**Contact Hours:** 135 (3 credits); 90 (2 credits); or 45 (1 credit)

**Laboratory Fee:** No

**Prerequisites:** Must be qualified and approved through the Cooperative Education Office.

**Corequisites:** None

**Catalog Description:** Cooperative Education (Co-op) is a planned, paid work experience whereby a student is employed in a job directly related to the student's academic field of study. Each student must meet certain academic and Co-op departmental requirements before qualifying for job referral and placement. Once enrolled, a student is assigned a Faculty Advisor who, along with the Co-op staff, will monitor student progress. The Co-op program offers academic and vocational credit for each term worked, and the Faculty Advisor will assign either a Pass or Fail grade at the end of the work term.

**Required Textbook(s):** None

**Supplemental Materials:**

1. Learning Contract - Each student will meet with their Co-op Faculty Advisor at the beginning of each work term to create and formalize at least four (4) learning objectives related to work experience and the student's major. The objectives must be approved by the Co-op staff, the employer, and the student's Faculty Advisor. (CO-OP FORM PROVIDED)
2. Work Agreement - Each student will complete the work agreement form at the beginning of each work term. The work agreement is a formal understanding among student, employer, and the college stating work hours, salary, and position of the Co-op student. (CO-OP FORM PROVIDED)

3. *Project Report* - A comprehensive report will be completed by the student at the end of each work term. This report allows the student to explain in detail how the learning objectives were achieved. The report also summarizes other experiences the student may have encountered while working. The report must be at least one page in length, hand written or typed.
4. Employer Evaluation - Each student must turn in a Co-op Employer Evaluation Form at the end of each work term. The evaluation must be completed by the student's employer/superior and should be discussed with the student and Faculty Advisor. (CO-OP FORM PROVIDED)

**Special Requirements:** Each student must complete all qualification requirements and be officially approved/recommended by the Co-op staff for any Co-op work assignment.

**Major Learning**

**Outcome:**

The Co-op work experience provides enhancement of work related skills and increased professional development. Each student should be able to demonstrate the specific skills as outlined in the Learning Contract by the end of the work term. The achievement of these skills will be detailed in the Project Report and supported by the Employer Evaluation.

**Specific Performance**

**Objectives:**

By the end of the Co-op work term, each student will be able to demonstrate to the employer and Faculty Advisor the specific behavioral characteristics that are necessary to achieve and support the attained skills as outlined in the Learning Contract.

**Methods of Evaluation:**

The Faculty Advisor will assign a Pass/Fail grade at the end of each work term. The grade will be based on the student's progress in achieving Learning Objectives, Project Report, Employer Evaluation, and any additional requirements placed upon the student by the employer or Faculty Advisor. Co-op course credit is recognized as official college credit and is evaluated in accordance to college policy.

Vocational Credit - "Course Syllabus"

**Course Number:** Cooperative Education  
COS 0946

**Credit Hours:** 4 credit hours

**Contact Hours:** 120

**Laboratory Fee:** No

**Prerequisites:** Must be qualified and approved through the Cooperative Education Office.

**Corequisites:** None

**Catalog Description:** Cooperative Education (Co-op) is a planned, paid work experience whereby a student is employed in a job directly related to the student's academic field of study. Each student must meet certain academic and Co-op departmental requirements before qualifying for job referral and placement. Once enrolled, a student is assigned a Faculty Advisor who, along with the Co-op staff, will monitor student progress. The Co-op program offers academic and vocational credit for each term worked, and the Faculty Advisor will assign either a Pass or Fail grade at the end of the work term.

**Required Textbook(s):** None

- Supplemental Materials:**
1. Learning Contract - Each student will meet with their Co-op Faculty Advisor at the beginning of each work term to create and formalize at least four (4) learning objectives related to work experience and the student's major. The objectives must be approved by the Co-op staff, the employer, and the student's Faculty Advisor. (CO-OP FORM PROVIDED)
  2. Work Agreement - Each student will complete the work agreement form at the beginning of each work term. The work agreement is a formal understanding among student, employer, and the college stating work hours, salary, and position of the Co-op student. (CO-OP FORM PROVIDED)

3. Project Report - A comprehensive report will be completed by the student at the end of each work term. This report allows the student to explain in detail how the learning objectives were achieved. The report also summarizes other experiences the student may have encountered while working. The report must be at least one page in length, hand written or typed.
4. Employer Evaluation - Each student must turn in a Co-op Employer Evaluation Form at the end of each work term. The evaluation must be completed by the student's employer/superior and should be discussed with the student and Faculty Advisor. (CO-OP FORM PROVIDED)

**Special Requirements:** Each student must complete all qualification requirements and be officially approved/recommended by the Co-op staff for any Co-op work assignment.

**Major Learning Outcome:**

The Co-op work experience provides enhancement of work related skills and increased professional development. Each student should be able to demonstrate the specific skills as outlined in the Learning Contract by the end of the work term. The achievement of these skills will be detailed in the Project Report and supported by the Employer Evaluation.

**Specific Performance Objectives:**

By the end of the Co-op work term, each student will be able to demonstrate to the employer and Faculty Advisor the specific behavioral characteristics that are necessary to achieve and support the attained skills as outlined in the Learning Contract.

**Methods of Evaluation:**

The Faculty Advisor will assign a Pass/Fail grade at the end of each work term. The grade will be based on the student's progress in achieving Learning Objectives, Project Report, Employer Evaluation, and any additional requirements placed upon the student by the employer or Faculty Advisor. Co-op course credit is recognized as official college credit and is evaluated in accordance to college policy.

### Document Distribution

*It is the student's responsibility to insure that their Co-op Departmental Advisor, Employer and Co-op staff receive copies of all co-op related documents which are indicated on the Co-op Calendar. All work related documents are also available for the employer's review, at the employer's discretion.*

### Withdrawal Policy

*The Co-op Program's withdrawal policies are in compliance with the general college policy and can be found in the college catalog. As stated in the Student Handbook, any changes in employment status must be reported to the Co-op office.*

### Financial Aid/Veteran's Benefits Policy

*All working co-op students receiving financial aid/veteran's benefits must check with the appropriate department to determine any effects that their co-op job may have on their status. Students must also complete all required documents/forms in accordance with financial aid/veteran's affairs regulations.*

## COOPERATIVE EDUCATION COURSE NUMBERS

*The two semester hour credits will only be used in special cases as related to graduation and must be approved through academic channels.*

### BEHAVIORAL SCIENCE DEPARTMENT

CCJ 2949	<i>Criminal Justice Co-op</i>	3 semester hours
CCJ 2948	<i>Criminal Justice Co-op</i>	2 semester hours
CCJ 2947	<i>Criminal Justice Co-op</i>	1 semester hour

### BIOLOGICAL SCIENCES DEPARTMENT

AEB 2949	<i>Agriculture Co-op</i>	3 semester hours
AEB 2948	<i>Agriculture Co-op</i>	2 semester hours
AEB 2947	<i>Agriculture Co-op</i>	1 semester hour

### BUSINESS DEPARTMENT

ACG 2949	<i>Accounting Co-op</i>	3 semester hours
ACG 2948	<i>Accounting Co-op</i>	2 semester hours
ACG 2947	<i>Accounting Co-op</i>	1 semester hour

GEB 2949	<i>Business Co-op</i>	3 semester hours
GEB 2948	<i>Business Co-op</i>	2 semester hours
GEB 2947	<i>Business Co-op</i>	1 semester hour

OST 2949	<i>Office Systems Co-op</i>	3 semester hours
OST 2948	<i>Office Systems Co-op</i>	2 semester hours
OST 2947	<i>Office Systems Co-op</i>	1 semester hour

PLA 294	<i>Legal Assisting Co-op</i>	3 semester hours
PLA 2948	<i>Legal Assisting Co-op</i>	2 semester hours
PLA 2947	<i>Legal Assisting Co-op</i>	1 semester hour

### COMPUTER SCIENCE DEPARTMENT

COP 2949	<i>Computer Science Co-op</i>	3 semester hours
COP 2948	<i>Computer Science Co-op</i>	2 semester hours
COP 2947	<i>Computer Science Co-op</i>	1 semester hour

### EDUCATION DEPARTMENT

CHD 2949	<i>Child Development Co-op</i>	3 semester hours
CHD 2948	<i>Child Development Co-op</i>	2 semester hours
CHD 2947	<i>Child Development Co-op</i>	1 semester hour

EEX 2949	<i>Instructional Services Co-op</i>	3 semester hours
EEX 2948	<i>Instructional Services Co-op</i>	2 semester hours
EEX 2947	<i>Instructional Services Co-op</i>	1 semester hour

### ENGINEERING TECHNOLOGY DEPARTMENT

BCN 2949	Building Construction Technology Co-op	3 semester hours
BCN 2948	Building Construction Technology Co-op	2 semester hours
BCN 2947	Building Construction Technology Co-op	1 semester hour
BCV 0925	Building Construction Technology Co-op	5 semester hour
BCV 0949	Building Construction Technology Co-op	5 semester hour
CET 2949	Telecommunications Co-op	3 semester hours
CET 2948	Telecommunications Co-op	2 semester hours
CET 2947	Telecommunications Co-op	1 semester hour
EET 2949	Electronic Technology Co-op	3 semester hours
EET 2948	Electronic Technology Co-op	2 semester hours
EET 2947	Electronic Technology Co-op	1 semester hour
ETD 2949	Drafting & Design Technology Co-op	3 semester hours
ETD 2948	Drafting & Design Technology Co-op	2 semester hours
ETD 2947	Drafting & Design Technology Co-op	1 semester hour
ETI 2949	Manufacturing Technology Co-op	3 semester hours
ETI 2948	Manufacturing Technology Co-op	2 semester hours
ETI 2947	Manufacturing Technology Co-op	1 semester hour

### PROFESSIONAL SERVICE CAREERS DEPARTMENT

COS 0946	Barbering Co-op (Certificate Credit)	4 semester hours
FSS 2949	Culinary Management Co-op	3 semester hours
FSS 2948	Culinary Management Co-op	2 semester hours
FSS 2947	Culinary Management Co-op	1 semester hour
HFT 2949	Hospitality Management Co-op	3 semester hours
HFT 2948	Hospitality Management Co-op	2 semester hours
HFT 2947	Hospitality Management Co-op	1 semester hour
HLP 2949	Human Performance & Recreation Co-op	3 semester hours
HLP 2948	Human Performance & Recreation Co-op	2 semester hours
HLP 2947	Human Performance & Recreation Co-op	1 semester hour

### VISUAL ARTS DEPARTMENT

ART 2949	Art Co-op	3 semester hours
ART 2948	Art Co-op	2 semester hours
ART 2947	Art Co-op	1 semester hour

## Cooperative Education Employer Policy

*All co-op employers must be screened and approved by co-op staff and appropriate academic departmental personnel. Co-op employers must meet the following criteria:*

- 1. They must have a job opening which provides work experience and duties directly related to a specific degree program offered at PJC.*
- 2. They must provide the co-op student with a minimum number of work hours. (Co-op work periods should generally be equivalent to an academic term.)*
- 3. They must be willing to pay a reasonable salary for the position.*
- 4. They must be willing to complete necessary co-op paperwork so that the co-op student may secure college credit for their work experience.*
- 5. They must be willing to allow the co-op student to be visited on the job by appropriate co-op staff and/or academic departmental personnel.*
- 6. They must be willing to assume the same level of responsibility for the co-op employee as they do for their other employees/trainees.*

### Cooperative Education Co-op Departmental Advisor (CDA) Policy

#### Definition

*The CDA is an integral component of the Cooperative Education Program. These individuals serve as a liaison between the academic department/classrooms, the co-op staff and the co-op employer. The CDA assists the co-op staff in recruiting potential students, promoting co-op job openings, monitoring working students and assigning grades at the end of each working semester.*

#### **CDA Responsibilities**

- 1. Coordinating with the co-op staff in recruiting students and making employer related materials available to appropriate academic programs.*
- 2. Assisting co-op staff in determining appropriateness of potential co-op employers and proper academic credit to be awarded.*
- 3. Insuring students complete requirements of course syllabus.*



4. *Visiting students at the work site at least once during each working term.*
5. *Assigning a final pass/fail grade at the end of each working term. Upon student's request, a letter grade may be assigned*
6. *Serving as a liaison between the employer community and the college.*

#### *CDA Assignments and Compensation*

*Each Academic Department that receives FTE credits from the Co-op Program must assign at least one (1) CDA. The CDA can be a:*

1. *Department Head*
2. *Full Time Faculty Member*
3. *Adjunct Faculty Member*

*Faculty and Adjuncts who participate as CDA's do so in compliance with "Article 9-FACULTY WORKING CONDITIONS AND WORKLOADS, section 9.01 #2. Workload Points". While not mentioned specifically, co-op is considered as a "Work Experience" and treated accordingly.*

*Department Heads participate as part of their related Departmental duties.*

#### **Cooperative Education Work Schedule Policy**

*The Cooperative Education Program offers the following two types of work schedules for students and employers:*

1. *Parallel Schedule - students work part-time (up to 32 hours a week) while simultaneously attending classes on at least a half-time basis. (Work periods for parallel co-op student workers do not necessarily follow an academic term schedule. Students can register for co-op credit and begin work at any time.)*
2. *Alternating Schedule - students alternate between a semester of full-time co-op employment and a semester of academic coursework. (Work periods for alternating co-op student workers follow academic term schedules.)*

*Note: Occasionally an employer will ask that students on an alternating schedule be allowed to work for an extended period of time. Careful consideration must be given to the effects in regards to "academic progress" and students being able to complete their degree within an appropriate time frame.*

### Student Worker Promotion Policy

*The goal of any Cooperative Education Program is to place students in "real-life" training situations. Co-op employers should be counseled and strongly encouraged to develop training plans and promotional opportunities for their co-op students. For certain employers, though, promotions would not be appropriate. The co-op staff should strive to assist each employer in establishing a promotion policy and relating said policy to all students who wish to interview for positions with the employer.*

### Student Worker Termination Policy

*Any co-op student can be terminated either during their work assignment or the employer can decide not to ask the student back for any further work assignments. Any student can also be terminated from the program by the Co-op Office for failure to register for the appropriate co-op credit or failure to maintain academic progress or GPA.*

- 1. If the student is terminated for unsatisfactory work performance, the CDA can issue a "withdrawal" or assign a failing grade.*
- 2. If the student is terminated due to unforeseen circumstances, the CDA may assign a passing grade provided the student has:
  - a. satisfactory work performance*
  - b. completed the minimum work hour policy**

*As with any course, the student has the right to appeal in accordance with procedures outlined in the college catalog.*

### Employment Policy upon Graduation or Completion of Work Assignment

*The most important priority of the Cooperative Education Program is to provide students with related work experience while they are obtaining their degree/certificate. Therefore, it is strictly the employer's decision as to whether a student is continued after completion of their academic program or co-op work assignment. The co-op program/staff assumes no responsibilities in this area.*

# COOPERATIVE EDUCATION

PROCEDURES

### Student Application/Qualification Procedures

*The first phase of the Cooperative Education Program is the student application/qualification process. This process builds on the “minimum qualifications” listed on page 1. Interested students must:*

- 1. Attend either a group or individual orientation with one of the co-op staff.*
- 2. If recommended by the co-op staff, complete seminars or independent studies, which cover such topics as resume writing, job interviewing techniques and other related topics.*
- 3. Confirm a career choice.*
- 4. Complete a Co-op Application and resume. Students may be required to turn in additional employer related materials including an employer application, letters of recommendation, health related information, driver’s license, birth certificates, etc.*
- 5. Satisfy any additional employer and/or departmental requirements.*

### Co-op Student Work Experience

*The second part of the program is called the Co-op Experience. After completing the co-op application/qualification process, the student has the opportunity to participate in an actual on-the-job work experience. Students must be prepared to:*

- 1. Be contacted by the co-op staff regarding potential job interviews and be prepared to interview (if selected).*
- 2. Register and pay for co-op credit (if hired).*

*Students already working in field-Some students will be currently working in a job which will qualify for co-op credit. They must receive approval for co-op credit through the academic department, co-op staff and employer.*

*All working students will be responsible for all items covered in the course syllabi contained on pages 2 and 3 and any additional requirements placed by their Faculty Advisor and/or employer.*

### Co-op Employer Responsibilities

1. *Coordinate with appropriate co-op staff to interview and hire qualified co-op applicants.*
2. *Sign Co-op Agreement Form.*
3. *Assist the co-op student in formulating learning objectives and sign the Co-op Learning Objectives Form.*
4. *Assume joint responsibility with the college in preparing men and women for various positions in the community.*
5. *Provide learning experiences necessary to allow the co-op student an opportunity to successfully perform work duties.*
6. *Administer a training program to enable the co-op student to achieve established learning objectives.*
7. *Allow the CDA/Co-op Coordinator to visit the student on the work site during their co-op work period.*
8. *Complete an employer evaluation form at the end of each co-op work period.*

### Co-op Department Advisor (CDA) Procedures

*The CDA is responsible for monitoring working co-op students during their work terms.*

1. *Once the student has registered through the Co-op Office, they will be given their employment package which will include:*
  - a. *Co-op Calendar*
  - b. *Work Agreement Form*
  - c. *Learning Contract*
  - d. *Employer Evaluation Form*
2. *A pass/fail grade will be assigned by the CDA at the end of each work term in accordance with the college's standard grading policy*

Note: A copy of each Co-op Calendar will be mailed/e-mailed to the CDA by the Co-op staff as soon as employment and registration are confirmed. (For a detailed explanation of this process refer to appendix B, page 3.)

*Co-op Staff Responsibilities*

1. *Conduct co-op orientation sessions with prospective co-op students.*
2. *Recruit, screen and confirm students as qualified co-op applicants.*
3. *Establish and maintain co-op student application files.*
4. *Screen and confirm employers as qualified co-op employers.*
5. *Establish and publicize co-op job openings.*
6. *Provide appropriate co-op application materials to co-op employers and coordinate interviewing process between applicants and employers.*
7. *Conduct co-op employee orientation/advising sessions with hired co-op students to discuss registration for co-op credit, co-op calendar, co-op paperwork, CDA contact, site visits, etc.*
8. *Coordinate all co-op activities between co-op students, co-op employers, co-op departmental advisors (CDA's) and co-op staff.*

# APPENDIX

## A

### “The Employer Handbook”

## **EMPLOYER HANDBOOK**

### **IF YOU WANT YOUR ORGANIZATION TO SUCCEED, PICK GOOD PEOPLE**

*Identifying and recruiting "good people" have long been the goals of many company personnel managers, particularly as related to entry level positions and new college graduates. However, as many business personnel will attest, the recruiting process is far from perfected. Many times, there is little correlation between academic prowess and business world success. To complicate matters further, the workplace is undergoing dramatic shifts which are resulting in **mismatched work force capabilities and workplace needs.***

*One way an employer can effectively prepare for future manpower needs and play an active role in identifying "good people" is through participation in a program of Cooperative Education.*

### **WHAT CAN CO-OP DO FOR YOU?**

*No doubt, this question is on every employer's mind. The bottom line in any businessperson's mind is the cost effectiveness of any and every venture. Recruiting and training techniques should also fall under this category. In Pensacola, it is not uncommon for a position vacancy to generate 50+ potential applicants which someone must review, decide upon and contact to set times for interviews.*

*One advantage of the Co-op Program is that it relieves the employer of much of this by sending only a few qualified students for each job interview. The employer provides the Co-op Coordinator with a job description and then the Coordinator matches the student's background with the employer's specifications. Other advantages include:*

*--Co-ops are considered part-time trainees which can cut your employee costs in salaries and benefits.*

*--You, as an employer, are not limited to only one semester of training, i.e. as soon as they are trained, they are gone.*

*--Many of our co-op students have ended up working for their employers upon graduation; however, the employer is not obligated to hire the student upon graduation.*

*Through co-op students, employers also have direct, positive input with the college which can result in more current course offerings.*



## WHAT IS THE DIFFERENCE BETWEEN CO-OP AND OTHER TRAINING PROGRAMS?

The difference between Cooperative Education and other forms of student employment, i.e. summer, part time, practicums, etc., is that Co-op is career oriented on a professional level rather than short-term training. Its primary purpose is total education, not merely a job to provide financial aid. It is characterized by a high level of integration between classroom and practical experience. Experience during normal summer vacations of students in conventional curricula is not considered "cooperative education", however, meaningful summer work may be for such students. Co-op differs from internships in that work periods encompass more work hours and can last much longer than one semester. It also differs from other forms of student employment in that each co-op period is designed to compliment the student's academic coursework. The program matches the student's academic background to the level of work to be performed. Co-op is an ongoing program which in some cases can begin the student's freshman year and can continue through his/her two-year Associates Degree program or into his/her university level coursework.

### VARIETIES OF CO-OP SCHEDULES

There are two types of co-op schedules: **Alternating** and **Parallel**. Under the **Alternating** program, the student works full time every other semester. This assignment is usually shared by a pair of students on an "alternating pair" - while one student is working on the job, the other student is attending classes. At the end of a specified period of time (one semester), the students change places. This permits the co-op assignment to be covered year round by a pair of students.

Under the **Parallel** program, the student works on a part-time basis while attending classes on a half-time basis every semester. This is an "open" schedule which allows the student to be hired at any point during the year.

#### PARALLEL

Student works part-time and attends classes full-time year round.

<b>Morning Classes</b>	---	<b>Afternoon Work</b>
<b>Afternoon Classes</b>	---	<b>Morning Work</b>

#### ALTERNATING

Student alternates terms of full-time work with full-time study.

<b>Fall Term Study</b>	---	<b>Spring Term Work</b>
<b>Spring Term Study</b>	---	<b>Summer Term Work</b>
<b>Summer Term Study</b>	---	<b>Fall Term Work</b>

**Note:** A semester is fifteen (15) weeks in length. Our Co-op Program does not recognize the two "short" summer terms. The Co-op Program's summer term is 12 weeks in length.

### **ESTABLISHING AND IMPLEMENTING A CO-OP PROGRAM**

*For a co-op program to "hit the ground running," a thorough planning phase should precede the actual implementation of the program. One of the very first questions an employer should ask is: what is my company's purpose for becoming involved in the Co-op Experience? It is important that the rationale for co-op be one that compliments the overall company philosophy.*

*It must be determined if sufficient work is available to warrant the hiring of a cooperative education student. There should be ample work available to keep the co-op student active during the entire work period. Further, the work should be challenging and commensurate with the student's academic level. Once these factors are confirmed, the program can be initiated.*

### **FINANCIAL SUPPORT**

*How will co-op positions be allocated and funded? Some larger companies establish a separate budget for salaries to be paid to co-op students. This allows for the student to be placed in any appropriate department and avoids the imposition on normal operating budgets. It usually can be a financial safeguard for the Co-op Program. In many cases, budget allocations for co-op positions are direct-line items in training of personnel department budgets. Co-op positions have also found financial support from the departments or divisions utilizing co-op students.*

*Smaller businesses simply hire co-op students under an hourly wage scale. Whatever the case may be, a co-op salary structure with definite pay increases corresponding to the progression of co-op assignments and individual academic performance, provides an equitable and motivational payment system.*

### **Designate a Person Responsible for Co-op**

*The selection of a company Co-op Coordinator should be a well-qualified person who understands and is in agreement with the objectives of cooperative education. This individual should be responsible for the overall development and direction of the program throughout the business. He/she should be able to see his/her role as an*

educator as well as supervisor. It is also important that the coordinator have a knowledge of the school that the company will be working with.

### **Work Assignments/Training Program**

The effectiveness of the total co-op effort will hinge, to a large extent, on how effectively co-op students are utilized within your particular setting. A clearly defined development program should be implemented for each co-op student and for each work period students are on a work assignment.

Our **Learning Contracts (Objectives)** will help provide you with the format for your student(s). Your training program should do three major things:

1. Support the student's progress in his/her work assignment and assist the student in the overall understanding of your company and its policies.
2. Provide background knowledge and proficiency in areas not usually covered by the college curriculum.
3. Assignments should be focused so that work projects require the application of technology or subjects taught in the classroom.

Individual work plans should be prepared for each co-op student during the outset of each employment period. The student will have to have a formalized set of **Learning Objectives** which will outline specific goals for the student to accomplish. Although there are many aspects of a successful co-op program, work assignment development is a key element in the process. The following are highlights of successful work assignment planning:

1. Involve the people responsible
2. Provide position descriptions
3. Provide "real" and meaningful work
4. Match assignments and student interests
5. Develop assignments in a building block manner

Some other suggestions to help ensure a productive experience are:

1. Plan the work assignment in advance-

- a. *Know the student's background and interests*
  - b. *Mutually agree on projects or responsibilities*
  - c. *If possible, have a backlog of jobs ready*
  - d. *Provide challenging assignments*
2. *Have a suitable orientation -*
    - a. *Provide information regarding the general structure of your business and its personnel*
    - b. *Introduce Co-ops to appropriate management personnel*
    - c. *Advise the Co-op to whom he/she reports*
3. *Supervise the Co-op student -*
    - a. *Treat them as part of your organization*
    - b. *Give direction when needed*
    - c. *Delegate responsibility*
    - d. *Show confidence as a professional*
    - e. *Include Co-ops in appropriate meetings*
    - f. *Evaluate performance and discuss it with the student*
    - g. *Keep the Co-op busy*

### **STUDENT ORIENTATION OF THE COMPANY**

*The orientation of the Co-op student(s) should take place within the first week and include the following:*

1. *Personnel Orientation*
  - a. *General company policy and organization structure*
  - b. *Employee practices, i.e., hours, breaks, etc.*

- c. *Lines of communication*
- d. *Community information*
- e. *Personnel processing*
- f. *Tour of the organization*

## 2. **Supervisor Orientation**

### a. *Work Assignment*

- *Purpose*
- *Job function*
- *Job expectations*
- *Identifying work area*
- *Dates and times for review, evaluations and comments*

b. *Introduction of people in the work area and organization. This will help the Co-op student know who to see for information on projects in which he/she will be engaged. Careful selection of the "line supervisor" is critical for the successful operation of the program. It cannot be emphasized enough that this person will be responsible for:*

1. **Guiding:** *The Co-op supervisor is responsible for guiding student learning during work assignments.*
2. **Attitude:** *During the work assignment, the attitude and interest of the supervisor will reflect the attitude and interest of the student(s).*
3. **Evaluation:** *The Co-op supervisor needs to have significant input into the evaluation of both the work assignments and student(s), since he or she implements the work plans and is closely involved with the student(s).*

*These responsibilities outline the need for the right person to be selected if your Co-op program is to succeed for you. A good supervisor will have knowledge of:*

1. *the area or department in which the student will be training.*
2. *the nature of the work assignments.*
3. *the continuity of his/her position.*

4. *his/her style of management.*
5. *the student's level of academic development.*

*Experience shows that there is a positive relationship between student job satisfaction, student retention and supervisor contact.*

### **THE JOYS OF PAPERWORK**

*We understand what it is like to do paperwork. Therefore, we have kept yours to a minimum. When a Co-op student reports to you for work, he/she will present you with three different forms to be completed during each semester of work and that is all that you will be responsible for.*

1. **Work Agreement Form** - *This will be presented to you at the beginning of each work term. This form will consist of general information concerning salary, supervisor's name, employer's address and other work-related information. This form needs to be completed within the **first week** of employment.*
2. **The Learning Objectives Contract** - *It is the student's responsibility to actually fill this out, but it will require your input and signature. This contract is equivalent to a job description and is the basis for the student's grade. The student will list four work objectives which he/she will accomplish each semester. These objectives should be related to the student's academic major.*
3. **Employer Evaluation** - *This is a simple, standardized evaluation form. The form is broken down into segments with a "check the appropriate box" type of format. Once this is completed at the end of the Co-op student's working term, it should be discussed with the student.*

*These forms should be completed each and every term the student works. The student is provided with a calendar and checklist outlining due dates for each requirement. We will be happy to provide you with a copy of this calendar.*

*We at Pensacola State College are proud of our Cooperative Education program, and we feel that these students will offer you an economical method of employing "top quality" trainees. We hope that through this manual you will become familiar with our Cooperative Education program.*

# APPENDIX

# B

## “The Departmental Advisor Handbook”

## **COOPERATIVE EDUCATION DEPARTMENTAL ADVISOR HANDBOOK**

*Faculty Advisor,*

*This handbook is designed to serve as a reference guide for new CDA's (Co-op Departmental Advisors) and for those CDA's already participating in the program. It represents a continuing effort to ensure that you are kept informed and are aware of potential solutions to the various problems and questions that arise in the day to day operations of your Cooperative Education program. This handbook can serve as a valuable reference tool for yourself and your dealings with other faculty and co-op students.*

*As you know, the Cooperative Education Program is designed to give our students quality work experiences to enhance their classroom theory. Co-op relies on you as a CDA to help the student in the work environment as well as in the classroom. You are an integral part of this arrangement and the student will rely on your expertise for guidance throughout their education.*

*As Co-op Director, I am pleased that you have taken the interest to help us make this program a viable and growing part of Pensacola State College. I feel that with all of our efforts, we can give the students involved with co-op positive experiences which they will appreciate long after graduation.*

### **WHAT IS COOPERATIVE EDUCATION**

#### ***Introduction***

*At Pensacola State College, Cooperative Education is a planned, paid work experience(s) in which a student is employed in a job directly related to his/her academic or vocational field of study. At the same time, it allows students to earn individualized college or vocational credit for this work experience. Your program can help develop a student's depth in understanding people, as well as increasing skills in human relations which will prepare students for current and future positions in the job market.*

*The Co-op Course is divided into three distinct parts: the co-op application/qualification phase, the interview phase and the co-op work experience phase.*



**Application/Qualification** - In this phase, the student completes the application and receives an orientation to the Co-op program. Specific information is provided to the student in regards to their academic major and what courses will increase their competitiveness during job interviews. The following basic qualifications must be met before the student can actually interview:

1. Be enrolled in at least a half-time status at the college.
2. Have a minimum of 12 semester hours of course work completed (the courses do not have to be from Pensacola State College).
3. Have and maintain a minimum of a 2.5 Grade Point Average.
4. Meet any and all employer related requirements.

**Interview** - The Co-op office coordinates with each department in setting up interviews for qualified students. Although interview procedures vary with each employer, the following will give a basic procedural outline:

1. The students are screened through the cooperative education office with input from the department.
2. The qualified students are then contacted by the co-op staff and/or appropriate faculty/CDA.
3. The student is oriented to the particular job/employer and decides if he/she is interested in the co-op office forwarding an application packet for the employer to review.
4. The co-ops staff forwards all appropriate student application packets to the employer.
5. The employer contacts the co-op staff with an interview list. The co-op staff contacts the students and sets up interview dates and times.
6. The employer contacts the co-op staff with interview results and the co-op staff then contacts the student(s) and informs them whether or not they were chosen. The co-op office also counsels the students who were not chosen.

*Note: This procedure has proven to be the most productive and least confusing to everyone.*

Once the job is secured, registration for the co-op course is then initiated. The Co-op Program generates FTE's for itself and your department. Once hired, the student is required to register for either college credit or vocational credit. Your departmental section number is combined with the co-op common course number to ensure that your department receives credit for your efforts as a CDA.

**Work Experience** - After completing the co-op application and interview requirements, the student has the opportunity to participate in actual on-the-job work experiences. Every student will be required to complete certain assignments during each co-op work term in order to receive a grade at the end of the term.

As the student's CDA, you will monitor their progress in relation to the job and the co-op requirements. The following pages will detail the basic assignments that each student must complete to receive their final grade:

*Co-op Calendar* - This calendar is generated through the co-op office and copies are provided to the student, CDA, employer, and a copy is kept in the co-op office. This calendar outlines due dates for each assignment that the student must complete. The calendar includes a calendar checklist which serves as your reference for checking off each assignment as it is completed.

*Pre-Conference* - This conference ideally occurs before or within the student's first week of work. It serves to introduce the student to their CDA and to make sure that the student understands what will be required of them throughout the semester.

*Learning Objectives* - Credit for co-op is earned not for simply having a job but for the learning that takes place on the job. Learning objectives have proven to be an effective tool for measuring the learning which should take place with any co-op student. Remember, you have the latitude to formulate how you want the student to approach the objectives. Basically, there should be four objectives that the student will accomplish on the job that will directly relate to the student's academic major. These objectives can encompass "learning new skills" or "improving on existing skills." These objectives should also encompass the entire semester.

The student is required to turn in the Learning Contract to you with their signature as well as their supervisor's signature. If they are acceptable, you will sign them and take your copy at that time. The student is responsible for forwarding the remaining copies to the co-op office and their employer.

*Note:* As we all know, any employer's priorities can change during the length of a semester. Sometimes the student will not be able to complete the original

*objectives due to shifting work assignments. So, flexibility on your part is appreciated by everyone.*

**Visitations** - *The co-op student is visited each semester. These visits are designed to ensure that the student is being allowed to pursue their objectives and allow us to review the student's progress in the workplace. These visits can also generate other co-op placement opportunities, keep us current with new technologies and business practices as well as allowing us to serve as liaisons between the college and the community.*

*Note: The dates indicated on the calendar are only "target dates" and may conflict with your schedule. Please feel free to set up your "actual visitation date" to best suit your schedule. The most effective visitation dates seem to center around the first month of employment and the last month each semester. This will allow you to give input to the Learning Objectives and the Project Report.*

**Project Report** - *Again, you have the latitude to establish the content, format and objectives of what you wish to encompass in this report. Basically, the report should detail how the student achieved his/her Learning Objectives and what he/she experienced during the working term.*

*Note: It is best to impress to each student that it is their responsibility to set an appointment with you to turn in and discuss the Project Report with you. The student should also turn in their "Employer Evaluation" during this appointment. This meeting is the Post Work Term Conference. It is the student's responsibility to provide a copy to the co-op office.*

**Employer Evaluation** - *This is a standardized evaluation which is provided to the student/employer by the co-op office at the beginning of each working semester. It is the student's responsibility to have their designated supervisor complete the evaluation by the due date. It is also the student's responsibility to provide you and the co-op office with a copy of this evaluation.*

**Post Work Term Conference** - *As previously mentioned, the first priority of this conference is to provide the student an opportunity to turn in their Project Report and Employer Evaluation. But, there are also other important objectives for this conference. It gives both you and the student a chance to summarize the work experience and ideally, develop strategies to make the next working term even more productive. Often, the students are undertaking projects in the workplace that affect what courses they would like to take. As their CDA you might be asked what specific courses might best relate to the student's job duties. Don't be surprised if some students develop a bond and come to you for advice that has nothing to do with co-op. As representatives of the college, we share responsibilities for broader considerations if we want to realize the overall benefits of a quality Cooperative Education Program. The program can benefit the community and college by:*

- *Providing realistic educational programs needed by the community and students.*
- *Coordinating academic education with job requirements.*
- *Providing the type and quality of education in accordance with abilities and interest of students.*
- *Keeping pace with the latest developments in business, industry, government, professional and social service organizations.*
- *Cooperating with business in interpreting the needs of the community and in developing new courses and/or programs accordingly.*

*You are an integral part of these goals and your efforts towards these goals are what keeps the program strong and continuously expanding. Without your support and efforts literally hundreds of students would not have been as prepared to earn their degrees and enter the work force as productive citizens.*

#### **RESPONSIBILITIES IN CO-OP PROGRAM**

##### **STUDENT:**

- *Maintain creditable standards in academic course work.*
- *Perform capably on the job, acquiring and utilizing knowledge/skills.*
- *Display a positive work attitude and actively involve self in understanding the philosophy of the employing firm.*
- *Perform according to their ability, going far beyond minimum course and job requirements.*
- *Realize the value of a college education including practical work experience.*
- *Meet all requirements for successful completion of the program (forming Learning Objectives, etc.).*
- *Notify the Co-op Office and CDA/Co-op Coordinator of any change in job status.*

##### **EMPLOYER:**

- *Provide guidance and leadership in determining the local business community's needs.*
- *Assume a joint responsibility with the college in preparing men and women for various positions in the community.*
- *Provide learning experiences needed for the student according to their abilities, efforts and career objectives.*
- *Consider the student as a trainee, providing them with the opportunity for vertical and/or horizontal job growth.*
- *Interview and hire qualified applicants.*
- *Pay students the prevailing rate for work done.*
- *Allow the CDA/Co-op Coordinator to visit the student on the work site during the term.*
- *Complete the Employer Evaluation Form at end of term.*

**COLLEGE:**

- *Provide realistic educational programs needed by the community and students.*
- *Coordinate academic education with job requirements.*
- *Provide the type and quality of education in accordance with abilities and interests of students.*
- *Cooperate with leaders of the community, utilizing human resources for leadership and guidance.*
- *Keep pace with the latest developments in business, industry, government, professional and social/service organizations.*
- *Keep the community and students informed of availability of preparatory, retraining and upgrading programs.*
- *Cooperate with businessmen in interpreting needs of the community and in developing new courses and/or new programs accordingly.*
- *Continue to strengthen the curriculum.*

- *Help initiate the Learning Contract objectives and evaluation methods.*
- *Visit the students at the job site each term.*
- *Assign the final grade based on CDA and employer's evaluation of the student's completed Learning Contract and any other material as assigned.*

*You are an integral part of these goals and are relied on to strive towards making them the backbone of the co-op program for everyone involved. Through the cooperative efforts of Faculty, Co-op Coordinator, employer and student, this can be a meaningful experience for all involved.*

# APPENDIX

# C

## “The Student Handbook”

## **COOPERATIVE EDUCATION STUDENT HANDBOOK**

### **INTRODUCTION**

*A successful Cooperative Education Program is based on the mutual understanding and cooperation of students, employers and the college.*

*This handbook is designed to serve as a guide for each of these parties in their mutual efforts to achieve the objectives of the Cooperative Education Program.*

### **DEFINITION AND PURPOSE**

*At Pensacola State College, Cooperative Education is a planned, paid work experience in which a student is employed in a job directly related to their academic or vocational field of study. At the same time, it allows the student to earn individualized college or vocational credit for work experience.*

*The co-op course is divided into two distinct parts: the Co-op Seminar (for perfecting the student's job securing skills) and the Co-op Work Experience (for actual on-the-job training). Once the job is secured, registration for the co-op credit is then initiated. The student will register at this time for either academic or vocational credit. The co-op credits may count directly toward credit needed to graduate. A student may co-op for as many terms as approved by the Co-op Departmental Advisor (CDA).*

*The primary purpose of the Cooperative Education Program is to help prepare college men and women for current and future positions which will be satisfying for them and productive for the employer.*

### **HISTORY**

*Cooperative Education was initiated by Herman Scheider at the University of Cincinnati in 1906. Scheider observed that many facets of education could not be taught in the classroom; consequently, he devised the co-op plan to expand and enrich the student's classroom learning.*

*In 1906 cooperative education involved only a few students and was confined to one university. Today, however, thousands of students on more than three hundred college and university campuses throughout the United States and many foreign countries participate in a variety of "Co-op" programs.*



*In Florida, "Co-op" began in the College of Engineering at the University of Florida in 1936. It was not until approximately 1975, however, that "Co-op" began to flourish in the state. Presently, many of the state universities offer cooperative education to all students, some in a limited number of disciplines. Most community colleges have ongoing programs.*

*Cooperative education is not an easy program, but it can be a most rewarding experience which can develop a student's depth of understanding of people, as well as increase skills in human relations that can be of great value in the years to come.*

## **WHAT IS COOPERATIVE EDUCATION?**

*PARALLEL CO-OP:* *The student works part-time and attends classes full-time year round.*  
*Example-*

*Morning Classes - Afternoon Work*

*Afternoon Classes - Morning Work*

*Two students may work at the same job during different hours.*

*ALTERNATING CO-OP:* *The student alternates terms of full-time work with full-time study. Example:*

*Fall Term - Study*

*Fall Term - Work*

*Spring Term - Work*

*Spring Term - Study*

*Summer Term - Study*

*Summer Term - Work*

*Two students usually work at the same job during alternating terms.*

## **THE CO-OP SEMINAR**

### **Job Placement Skills**

*The first part of the Cooperative Education Program is called the Co-op Application Qualification Procedure. This can include information relating to:*

*How to properly complete a job application.*

*How to write an effective resume.*

*How to write cover, follow-up and thank you letters.*

*How to find a job.*

*How to act during a job interview.*

*How to solve on-the-job "people" problems.*

## **THE CO-OP WORK EXPERIENCE**

*The second part of the program is called the Co-op Work Experience. After completing the co-op application and qualification requirement, the student has the opportunity to participate in an actual on-the-job work experience.*

*Each student completes a "Learning Contract" with the CDA/Co-op Director and the employer. The Learning Contract outlines the goals to be accomplished by the student during the term and the method for evaluation at the end of the term. Each contract is matched to the individual's job, work experience and academic background.*

*The CDA/Co-op Coordinator generally visits the student for an on-the-job site review and is usually available by appointment throughout the term for individualized instruction as needed.*

*Generally, three forms are used during a Co-op Work Experience. They are 1) the Co-op Work Agreement Form, 2) the Learning Contract, and 3) the Employer's Evaluation Form. All three have been reproduced in this handbook and are available on the website.*

*Some CDA's may require additional forms or papers from some students. Remember, each work experience is developed on an individualized basis!*

### **A WORD ABOUT THE LEARNING CONTRACT FOR STUDENTS**

*The Learning Contract is prepared with the approval of your CDA and employer. This agreement depicts in writing the specific measurable learning objectives a student must meet in order to successfully complete the co-op academic requirements. The student will be graded on a pass/fail basis.*

*Devising a meaningful Learning Contract establishes criteria for the value to be gained from the Co-op Work Experience.*

*To assist the student, a sample Learning Contract is included in this handbook. This will help the student see themselves as an employee rather than simply a student, and is designed to create a well-rounded picture of the Co-op Work Experience.*

*One should especially note areas of the co-op job in which new skills might be gained and those in which increased knowledge and ability might improve a student's qualifications toward attaining a promotion.*

*When writing a Learning Contract, the student should avoid broad general statements and confine objectives to those which can be accomplished and measured during the current term of the Cooperative Education Work Experience. Special care should be taken to keep these objectives simple and measurable.*

## **A WORD ABOUT THE LEARNING CONTRACT FOR CDA/CO-OP DIRECTOR**

*College/vocational credit for cooperative education is earned not for working but for the learning that occurs as a result of working. Learning objectives are the most effective method yet devised to define and assess the extent and value of on-the-job work experience. It is of paramount importance that these learning objectives be measurable. Measurable learning objectives refer to a set of statements which clearly and precisely describe that which a student should strive to accomplish during their co-op work experience.*

### **RESPONSIBILITIES IN THE CO-OP PROGRAM**

#### STUDENT:

- *Maintain creditable standards in academic course work.*
- *Perform capably on the job, acquiring and utilizing knowledge/skills.*
- *Display a positive work attitude and actively involve self in understanding the philosophy of the employing firm.*
- *Perform according to their ability, going far beyond minimum course and job requirements.*
- *Realize the value of a college education including practical work experience.*
- *Meet all requirements for successful completion of the program (forming Learning Objectives, etc.)*
- *Notify the co-op office and CDA/Co-op Coordinator of any change in job status.*

#### EMPLOYER:

- *Provide guidance and leadership in determining the local business community's needs.*
- *Assume a joint responsibility with the college in preparing men and women for various positions in the community.*
- *Provide learning experiences needed for the student according to their abilities, efforts and career objectives.*
- *Consider the student as a trainee, providing them with the opportunity for vertical and/or horizontal job growth.*
- *Interview and hire qualified applicants.*
- *Pay students the prevailing rate for work done.*
- *Allow the CDA/Co-op Coordinator to visit the student on the work site.*
- *Complete the Employer Evaluation Form at the end of the term.*

#### COLLEGE:

- *Provide realistic educational programs needed by the community and students.*
- *Coordinate academic education with job requirements.*
- *Provide the type and quality of education in accordance with abilities and interests of students.*

- Cooperate with leaders of the community, utilizing human resources for leadership and guidance.
- Keep pace with the latest developments in business, industry, government, professional and social/service organizations.
- Keep the community and students informed of availability of preparatory, retraining and upgrading programs.
- Cooperate with businessmen in interpreting needs of the community and in developing new courses and/or new programs accordingly.
- Continue to strengthen the curriculum.
- Help initiate the Learning Contract objectives and evaluation methods.
- Visit the students at the job site.
- Assign the final grade based on CDA and employer's evaluation of the student's completed Learning Contract and any other material as assigned.

## **BENEFITS OF THE CO-OP PROGRAM**

### STUDENT:

- Obtains valuable work experience as a trainee in selected employment.
- Becomes a well-informed, capable and valuable employee.
- Learns theory and applies it in a realistic working environment.
- Establishes a good reputation with the employing firm.
- Receives individual guidance and helps to re-establish career choice.
- Earns a substantial amount of money while training.
- Earns college or vocational credit.
- Meets key people within the "working world".

### EMPLOYER:

- Receives selected co-op student trainees with following characteristics:
  - average or above in ability
  - highly motivated to succeed in their academic and/or career goals
  - working toward a career directly related to their jobs
  - prospective full-time employees upon completion of the program
  - concerned with job preparation through higher education and work experience
  - "fill-ins" for vacation, sick leave, special projects and can help free higher level employees for more advanced work
- Utilizes human resources and the facilities of the college in general and expertise of personnel.
- Enables businessmen and educators to work together to determine training need for positions.
- Provides for a lower turnover of full-time personnel; trainees have completed the orientation period before joining the firm on a full-time basis.
- Enables a business leader to serve the community by assisting in educational programs involving special talents and facilities.

## COLLEGE:

- *Enables the college to provide realistic educational programs needed by the community and students.*
- *Utilizes human resources of the community for leadership and guidance in all phases of academic education.*
- *Utilizes business facilities as the laboratory.*
- *Keeps pace with the latest developments in business, industry, government, the professional and social/service organizations.*
- *Increases the rate of student retention.*
- *Promotes good community relations with businessmen.*
- *Fulfills an educational obligation to the community and to the student.*

## **CO-OP RULES AND REGULATIONS FOR THE STUDENT**

### *Before your Co-op Work Experience:*

1. *It is your ultimate responsibility to secure a co-op job. The co-op office will help you in all reasonable ways.*
2. *The employer has the final word as to which student is hired.*
3. *See your CDA as early as possible to establish the Learning Contract.*
4. *You must register for the appropriate co-op credit before academic credit will be awarded.*
5. *Do not assume that all jobs are approved for co-op automatically. Each student's job is approved on an individual basis.*

### *During your Co-op Work Experience:*

1. *Be punctual. If you are absent from work for more than two (2) days, advise the co-op office and your CDA. Advise your employer in advance if you must miss a day of work or will be late for any reason.*
2. *Be honest. Dishonesty on your part will result in your being dropped from the co-op program. Honesty in all relationships is necessary for present or future employment.*
3. *Dress properly. You are expected to conform to the rules and regulations of your employer regarding dress. Remember, you also represent the college.*
4. *Adhere to the due dates of all materials for which you are responsible (i.e., Learning Contracts).*
5. *Aim to further your employer's legitimate interest.*
6. *Keep a pocket notebook with important information about the job (names and titles of people, locker numbers and combinations, parts numbers, special procedures, "jargon" or new words, etc.). Write it down! Paper never forgets!*
7. *Discuss any problems regarding work with your CDA or Co-op Coordinator. The co-op office is here to help!*

8. *Once employed within co-op, report any and all changes in work assignments, addresses, phones, academic majors, salary, etc. to the co-op office and your CDA.*
9. *Do not sever your connection with your current employer or arrange for a change of employers without the consent of the CDA/Co-op Coordinator.*
10. *Notify the co-op office and your CDA if you are unable to complete a Learning Contract or if your job is terminated.*

**PENSACOLA STATE COLLEGE  
CO-OP AGREEMENT**

The parties to this agreement are: The Student/Employee, the Employer and Pensacola State College.

The purpose of this agreement is to provide training for the Student/Employee by the cooperative activities of the Employer and the College. The Employer will provide paid, planned work experiences and the College will provide related instruction and coordination. The Student/Employee will maintain standards of work and study performance prescribed by the Employer and the College.

It is further agreed the period of training is from \_\_\_\_\_ through \_\_\_\_\_. This understanding does not prevent the Employer from terminating the employment of the Student/Employee for cause. This agreement will become invalid should the Student/Employee withdraw from the College or in any way negate the prerequisites of this program. It is strictly the employer's decision as to whether a student is continued after completion of their academic program or Co-op work assignment. The co-op program/staff assumes no responsibilities in this area.

The starting rate of compensation for the Student/Employee will be \$ \_\_\_\_\_ per hour. It is agreed that the Student/Employee must be employed \_\_\_\_\_ hours per week for the length of each semester.

Name of Student \_\_\_\_\_ Major \_\_\_\_\_

Home Address \_\_\_\_\_ Phone \_\_\_\_\_

Student Email \_\_\_\_\_

Employer \_\_\_\_\_

Business Address \_\_\_\_\_ Phone \_\_\_\_\_

Employer Supervisor \_\_\_\_\_

Employer E-mail \_\_\_\_\_

\_\_\_\_\_ Will student continue employment with you after Co-op.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Employer Signature

\_\_\_\_\_

Coordinator Signature

**PENSOLA STATE COLLEGE  
COOPERATIVE EDUCATION  
LEARNING CONTRACT**

Name \_\_\_\_\_ Student No. \_\_\_\_\_ Major \_\_\_\_\_  
(Last) (First) (Middle)

Training Period \_\_\_\_\_ Training Assignment \_\_\_\_\_  
(Fall, Winter, Summer A or B) (Job Title)

Employer \_\_\_\_\_

Supervisor \_\_\_\_\_ Title \_\_\_\_\_

**TRAINING ASSIGNMENT OBJECTIVES**

It is necessary for a student to identify new learning objectives for each semester that he/she is on a training assignment. These objectives are the basis for the student's grade each working term. They must be job specific, measurable and be approved by the student's Co-op Departmental Advisor (CDA).

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Student)

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(CDA)

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Employer)



# PENSACOLA STATE COLLEGE COOPERATIVE EDUCATION SUPERVISOR'S EVALUATION OF COOPERATIVE STUDENT

Name \_\_\_\_\_ WorkPeriod \_\_\_\_\_

Employer \_\_\_\_\_ Location \_\_\_\_\_

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classed jobs, or with individual standards.

<p><b>RELATIONS WITH OTHERS</b></p> <p><input type="checkbox"/> Exceptionally well accepted</p> <p><input type="checkbox"/> Works well with others</p> <p><input type="checkbox"/> Gets along satisfactorily</p> <p><input type="checkbox"/> Has some difficulty working with others</p> <p><input type="checkbox"/> Works very poorly with others</p>	<p><b>ATTITUDE -- APPLICATION TO WORK</b></p> <p><input type="checkbox"/> Outstanding in enthusiasm</p> <p><input type="checkbox"/> Very interested and industrious</p> <p><input type="checkbox"/> Average in diligence and interest</p> <p><input type="checkbox"/> Somewhat indifferent</p> <p><input type="checkbox"/> Definitely not interested</p>
<p><b>JUDGMENT</b></p> <p><input type="checkbox"/> Exceptionally mature</p> <p><input type="checkbox"/> Above average in making decisions</p> <p><input type="checkbox"/> Usually makes the right decision</p> <p><input type="checkbox"/> Often uses poor judgment</p> <p><input type="checkbox"/> Consistently uses bad judgment</p>	<p><b>DEPENDABILITY</b></p> <p><input type="checkbox"/> Completely dependable</p> <p><input type="checkbox"/> Above average in dependability</p> <p><input type="checkbox"/> Usually dependable</p> <p><input type="checkbox"/> Sometimes neglectful or careless</p> <p><input type="checkbox"/> Unreliable</p>
<p><b>ABILITY TO LEARN</b></p> <p><input type="checkbox"/> Learns very quickly</p> <p><input type="checkbox"/> Learns readily</p> <p><input type="checkbox"/> Average learning</p> <p><input type="checkbox"/> Rather slow to learn</p> <p><input type="checkbox"/> Very slow to learn</p>	<p><b>QUALITY OF WORK</b></p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below average</p> <p><input type="checkbox"/> Very poor</p>

**ATTENDANCE:**     Regular     Irregular

**PUNCTUALITY:**     Regular     Irregular

<b>OVER-ALL PERFORMANCE:</b>	Outstanding	Very Good	+ Average	Marginal	Unsatisfactory
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**WHAT ARE THE STUDENT'S STRONGEST ASSETS?**

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**WHAT QUALITIES AND CHARACTERISTICS SHOULD THE STUDENT ESPECIALLY STRIVE TO IMPROVE?**

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This report has been discussed with the student     Yes     No

(Signed)

\_\_\_\_\_

(Immediate Supervisor)

(Title)