



**Office of Cooperative Education**

# **Cooperative Education Manual**



**College of Technology  
Bowling Green State University**

## **FOREWORD**

This Cooperative Education Manual contains all of the general information, policies, and procedures that most students need to become actively and successfully involved in the “co-op” process.

The Cooperative Education Program is a vital aspect of all technology programs. It will help make each technology student more adaptable, technically competent, industrially aware, efficient, and effective. Put another way, it will help each technology major to become a more employable technologist.

- Tom Jensen  
September, 1982

## **CREDITS**

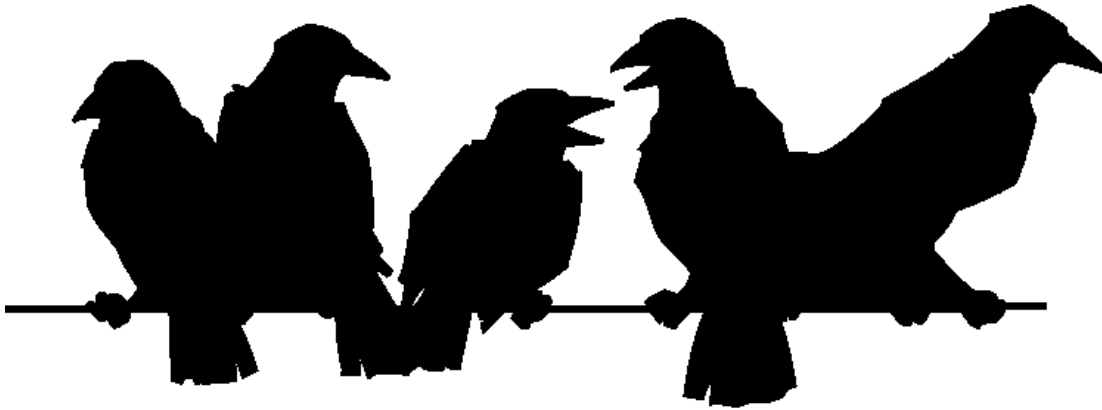
Special thanks to Dr. Thomas Jensen for his initial leadership and writing talents for the concepts and organizational structure contained in this manual.

Fifteenth Edition  
2005  
Barry D. Piersol  
Director, Office of Cooperative Education  
College of Technology

“Bowling Green State University is committed to equal opportunity for all and does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, sex, color, national origin, geographical area, religion, creed, age, marital status, mental or physical disability, sexual orientation or veteran status. The Office of Affirmative Action & Disability Resources, 705 Administration Building, is responsible for University compliance with Title IX and Section 504.”

*Note: Policies and procedures are subject to change.*

## Here's What They're Saying About Co-op...



### **Marathon Oil Company (employer):**

"The co-op program has benefited Marathon Oil Company in the following ways: It gives us an economical means of addressing cyclic manpower needs. It allows MOC to evaluate students for potential long-term employment. The co-op program benefits the students in the following ways: The students are able to take their classroom training and apply it in business situations. It allows the student to demonstrate his/her abilities above and beyond a resume for future employment."

### **Julie Callens (alumni):**

"The co-op requirement not only provided me with more practical experience than I could have received in a classroom but allowed me to meet individuals who would later hire me for jobs in the "real world." Through these co-ops, I am now performing a job most Aerotech students dream of having some day. As an airline pilot, I put to use daily many of the skills I learned at BGSU."

### **Rudolph-Libbe (employer):**

"We view the co-op program at BGSU as not only a way to fill short-term project needs with qualified individuals but also as a recruiting tool. We look at our involvement in this program as a two-way street. We get the opportunity to see a student's capability and work habits first-hand to see if it meshes with our needs. The student in turn gets a realistic view of our company and can determine if our work environment could meet their permanent employment needs after graduation."

### **SFC Graphics (employer):**

"It is difficult for students to get jobs without experience and co-op gives them that experience--it helps them plan for their futures. Co-op is good for both the students and the employer--it is a sharing of knowledge. Students help us keep up to date on new technology which they bring from other co-op experiences. We have found great employees and contacts through the co-op program."

### **Jim Ronski (alumni):**

"The cooperative education experiences required of all technology students gave me a realistic hands-on opportunity to examine my chosen profession. The progressive co-op experience also provided me with a knowledge of the different technology fields and an understanding of workplace ethics. As a result, I was able to select the career that most interested me and offered the greatest growth potential."

### **Reynaldo Carrion (alumni):**

"I was able to gain valuable experience in my related field through the co-op positions available through the Office of Cooperative Education. The co-op program is a very vital component of the academic program which enables students to gain valuable experience while continuing their education. Students learn "hands-on" experience by working with professionals in their respected areas."

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## CHAPTER I

### COOPERATIVE EDUCATION: THE CONCEPT

There are many kinds of cooperative education programs throughout the nation which operate at several levels. It is called "cooperative" because such programs usually require the close cooperation and coordination of the student, the University and the employer. Cooperative education has also come to mean an alternation of school and work experiences. At the national level, there are two types of co-op programs.

- a. **Alternating program:** The type of cooperative program where the student leaves the campus altogether for a period of full-time employment. The periods of full-time employment are alternated with periods of full-time academic study (completed during one full semester).
- b. **Part-time (parallel) program:** The type of cooperative program where the student is employed part-time and the employment is accommodated by a job which is less than full time (completed during multi-concurrent semesters).

The Cooperative Education Program of the College of Technology at Bowling Green State University is a mandatory alternating program that integrates classroom academics with practical work experience. Students alternate periods of attendance at the college with periods of employment in industry, business or government. College of Technology majors are required to participate in three semester-long, full-time, paid co-op work assignments which alternate with semesters spent on campus. The college requires that the last semester be spent at BGSU attending the student's final semester of on-campus course work.

The Cooperative Education Program requires that each student's employment be directly related to his or her academic program. The program also requires that all work experiences increase in difficulty and responsibility as the students progress through their college curriculum.

In order to complete all the requirements for a Bachelor of Science in Technology degree in a four-year period, students must take advantage of at least two summer semesters of coursework or co-op. In addition, they must average 16 semester hours of

course work taken for each of the seven on-campus semesters and allow three semesters to complete the 12 hours of required co-op credit.

An example of this would be a student who enters as a freshman, completes the fall and spring semesters, takes the summer off after his/her freshman year, returns to campus for the sophomore year and takes classes the fall and spring semesters. Beginning the summer after the sophomore year, the student participates in his or her first cooperative education experience, returns to campus the following fall for course work, participates in a co-op spring semester, returns to classes summer session, participates in a co-op fall semester and returns in the spring for the final semester of classes. Remember, the student must average at least 16 semester hours of course work taken for each semester on campus while working toward a degree in order to follow this model.

Over fifteen hundred different companies and agencies have participated in the cooperative education program since 1968. The College of Technology needs and appreciates the participating employers. The college could not produce as fine and well prepared a graduate as it does without their help.

#### **Benefits of the Cooperative Education Program**

The co-op program, when properly viewed and used, has important benefits for the student, employer and the College of Technology. Each participant can derive special and significant benefits.

#### **Benefits for the Student**

The co-op program allows students to integrate classroom theory with practical, on-the-job experience. It enables the student to apply previously learned theory and skills to the demands of a real job situation. The reverse sequence is also true, it provides a base of job-acquired experience to support subsequently learned classroom theory.

Co-op employment enables students to earn wages while learning. This helps students support themselves and places them in situations where

they have real responsibility. In this context the student is forced to develop sound, professional work habits.

The co-op program can facilitate the student's career development as can no other experience. Work environments can be chosen to test academic and career goals. The first co-op is usually taken at the end of the freshman year when there is still much uncertainty in the student's mind regarding the selection of his or her field of study and "life's work." The co-op experience provides an understanding of a target work environment and its diversity of work roles. This process of career clarification and commitment is also applicable to the co-ops taken at later times in the student's University career. With each work experience, students are able to recognize the need for additional course work that would better prepare them for permanent employment after graduation. In addition, the co-op work experiences provide opportunities to network within the industry which may lead to post-graduation employment.

### **Benefits for the Employer**

Properly perceived and used, the co-op program should be attractive to most employers. Co-op students can help employers meet specific and/or short term manpower needs. Co-op students can be used to free regular employees for projects and tasks which they seem unable to start or complete under the full load of their regular duties.

Many employers view the co-op program as their most cost-effective recruiting tool. They can identify strong candidates for permanent job positions and "shape" them throughout the duration of the work experience so that they are very well suited to their organizational needs. Since many co-op students and employers also see the merits of having co-op students work for different employers, thus gaining a more diversified background, employers should be willing to help develop co-op students at all levels whether or not they are earmarked for eventual permanent employment with their particular company.

Contact with co-op students and the University representative who visits the co-op site, helps

employers become exposed to new ideas and new developments in higher education. Employers also can express some of their needs and problems and in so doing they may learn of University resources which can be made available to them, i.e., seminars, workshops, consultants, and specially designed on-site training programs. Such dialogue might also lead to changes in University courses and programs, and consequently, the background of students entering industry.

There are many employers who, apart from the benefits mentioned, take pleasure from the fact that they are making a positive contribution to the educational process and the career development of University students.

### **Benefits for the College of Technology**

The co-op program helps keep College of Technology programs and faculty up-to-date and relevant. The University representative observes changes and trends in technology, organization, management, job content, and demand for jobs.

During the co-op site visitations, the University representative witnesses some of these things directly. The University representative also gains much by talking with the company personnel and the co-op student. In addition, the University representative evaluates the report the co-op student is required to submit, which asks the students to respond to questions which have curriculum implications.

The University representative, by "getting out in the field," is almost automatically attracted to several other industrial resources. Resource people (guest speakers, possible advisory committee members, etc.), physical resources (materials, samples, etc.), and additional co-op stations are the most common resources sought and found.

The College of Technology is anxious to establish industrial connections and contacts. The co-op visitation helps the College of Technology identify the training needs of industrial personnel, communicate the availability of scheduled technical workshops, seminars, and degree programs, and possibly, set in motion a process that would lead to a

"custom made" solution to a corporate training/ education problem.

**Co-op Requirements**

One purpose of the cooperative education program is to provide the students with the equivalent of one year's industrial work experience upon graduation. To accomplish this goal, College of Technology majors are required to participate in three semester-long, full-time, paid co-op work assignments which alternate with semesters spent on campus. The college requires that the last semester be spent at BGSU attending the student's final semester of on-campus course work.

Students will receive four semester hours (S.H.) of credit for each semester-long co-op work experience. A total of 12 co-op S.H. is required for graduation.

A student who transfers into the College of Technology as a "2+2 Transfer Student" (associate degree holder in an appropriate technology) will be required to complete 2 co-ops. A total of 8 co-op S.H. is required for the associate degree candidate.

If a student completes more than 3 co-ops, the co-op hours accumulated beyond the 12 S.H. requirement could reduce the number of hours within his/her major concentration or electives. These substitutions must be approved by the student's academic advisor, prior to the onset of the additional co-op experience. A course substitution form must be prepared by the student's academic advisor (see advisor for details).

**Approved Patterns of Co-op/Coursework Alternations**

College of Technology majors are required to participate in three semester-long, full-time, paid co-op work assignments which alternate with semesters spent on campus. The college requires that the last semester be spent at BGSU attending the student's final semester of on-campus course work.

Students completing their co-op requirements using the pure alternating patterns (Figure 1, A-E) will experience a co-op work assignment during each semester (one Fall, one Spring and one Summer). This type of pure alternation is highly recommended to maintain "balance" within the college and meet employers' fiscal year demands.

**Analysis:**

1. 124 semester hours (minimum) are needed to graduate.
2. 12 semester hours (minimum) are needed to fulfill the co-op requirement.
3. 112 semester hours are regular courses.
4.  $112/7=16$ , which is the credit hour load a student would have to average over 7 semesters if one is going to take care of his/her **regular coursework** in 7 on-campus semesters.
5. 3 semesters should be budgeted for co-op work.

**Sample Co-op/Coursework Alternation Patterns**

Year	-A-			-B-			-C-			-D-			-E-			-F-		
	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
Freshman	BGSU	BGSU	Co-op	BGSU	BGSU	BGSU	BGSU	BGSU		BGSU	BGSU		BGSU	BGSU		BGSU	BGSU	Co-op
Sophomore	BGSU	Co-op	BGSU	BGSU	Co-op	BGSU	BGSU	Co-op	BGSU	BGSU	Co-op	BGSU	BGSU		BGSU	BGSU	Co-op	
Junior	Co-op	BGSU	BGSU	Co-op	BGSU	Co-op	Co-op	BGSU	Co-op	BGSU	Co-op	BGSU	Co-op	BGSU	Co-op	BGSU	BGSU	Co-op
Senior	BGSU			BGSU			BGSU	BGSU		Co-op	BGSU		BGSU	Co-op	BGSU	BGSU		

**Figure 1**

6.  $7+3=10$ , the number of semesters (minimum) one needs to anticipate using to get through the program.

Do we have a four-year program? No, a typical four-year program would require eight semesters. However, by careful scheduling and planning, completing a degree within 4 calendar years is possible.

Each of the sample Co-op/Coursework patterns in Figure 1 shows the entire calendar year: Fall (Fa), Spring (Sp), and Summer (Su) as well as the total collegiate program. Remember, it is necessary to average 16 credit hours per semester to complete a degree in seven on-campus semesters (BGSU) and three off-campus semesters (Co-op). In all examples, the final semester prior to graduation is on campus.

### Continuous Application Policy

In order to be of greater help to technology students and employers looking for qualified co-op students, the Office of Cooperative Education has instituted a policy of "Continuous Application." The procedure set up to implement the policy will have the added benefit of encouraging students to plan for their co-ops earlier in their programs. "Continuous Application" will require all Technology students, from the time they declare their major until they finish all of their co-ops, to complete the following:

1. Co-op/Coursework Alternation Pattern identified and up-dated.
  - a. All students when they enter the College of Technology complete and sign the "Cooperative Education Policy and Procedure Statements." Each student is asked to identify the alternation pattern he/she tentatively plans to follow. Refer to Appendix A-1 for Cooperative 2. Updated resume. Education Policy and Procedures Statement.
  - b. During the site visit of each co-op work experience, the student will be asked to indicate the semester of his/her next co-op(s).
  - c. If students plan to deviate from the plan they have indicated on the "Policy & Procedure Statement," they are required to inform the Office of Cooperative Education.

### 2. Approved Resume

The student must also submit an updated resume for approval by the COT Office of Cooperative Education. Attach the resume to the Resume Review Form available in the Office of Cooperative Education. Refer to Appendix A-2 for sample form. This form is also available online at the following link: [http://www.bgsu.edu/colleges/technology/coop/pdf/coop\\_resumereview.pdf](http://www.bgsu.edu/colleges/technology/coop/pdf/coop_resumereview.pdf). Also, a sample resume for students to use as an example is available at the following link: <http://www.bgsu.edu/colleges/technology/coop/resources/Sample%20Resume.DOC>. Students may also post their resume on their Place Pro account.

3. Three letters of reference (optional).

This information should be current and on file in the College of Technology, Office of Cooperative Education.

### Prerequisites for Co-op

#### Cooperative Education Workshop

Prior to enrolling in TECH 289 (TECH 389 for associate degree holders), each student is required to attend a co-op workshop. This is a "one-time" workshop that has to be completed prior to the first co-op experience. The workshop is available to students online, through their secured MyBGSU accounts. To complete the workshop, students should follow the following steps:

- Log on to your MyBGSU account.
- Click on the "Community" tab at the top of the screen.
- Under your "Organization List", you will see the link for our online workshop labeled "College of Technology Online Co-op Workshop".
- Click this link to begin the workshop.
- A welcome video will play and instructions are provided below the video to complete the workshop.
- The OCE will be checking to see who has completed the workshop.
- Once you have completed the workshop, our office will authorize you to apply/register for your first co-op (TECH 289).

## CHAPTER II QUESTIONS & ANSWERS

This section contains some of the most frequently asked questions about the cooperative education program. College of Technology students should learn the answers to these questions during their freshman year so that they can plan wisely.

### 1. Are co-ops required?

Yes, all technology majors are required to co-op. Consult your degree checksheet for further details.

### 2. Who must take co-ops?

Co-ops are required of all technology majors. Prospective vocational and technology teachers must also co-op. Technology Education majors have the option of taking co-op.

### 3. How many co-ops are required?

Three co-ops are required of all technology majors (TECH 289, 389 and 489), a minimum of 12 semester hours is required. The Bachelor degree and Associate degree students are required to complete two co-ops (389 and 489), a minimum of 8 semester hours is required. Dual majors in technology complete 4 cooperative education experiences amounting to a minimum of 16 credit hours, with 8 hours applicable to each major. (Exception: dual major of Architecture/Environmental Design and Construction Management are required to complete three co-ops.)

### 4. Can co-ops be taken during any semester?

Yes. However, students are strongly encouraged to co-op in the fall and spring semesters -- not just in summers. Frequently one's chances are better and one's experience more satisfying in fall and spring. Co-op students compete with many other applicants in the summer job market, making it more difficult to secure a co-op position. It is important to remember that employers generally have human resource needs all through the year, not just in the summer.

### 5. Should co-ops be taken late in one's program?

No. The co-ops should be appropriately spaced. This is the best way to get integration of academic learning and practical experience. See Figure 1 for patterns of alternation.

### 6. Are students ready to co-op after their freshman year?

Yes, most students are ready. Students must realize that they are not trying to pass themselves off as

experts. They present themselves to employers as students with professional aspirations, as good learners and as hard workers who want to find entry-level employment in a particular technology (refer to matriculation requirements in the undergraduate catalog).

The College of Technology is anxious for the student to immerse themselves in a relevant work context. There the student can see and experience some things which will confirm a tentative career choice and build confidence for future co-ops.

### 7. Can a student change their major after the first or second co-op?

Yes, this is the effect that co-ops should have on some students. Hopefully, those students will find a more appropriate major. If the new major is another technology, the second or third co-op can be used to test that decision. The first co-op(s) will count even if the student changes technology majors.

### 8. Can co-ops be taken outside of Ohio?

Yes, students have found positions in many states and foreign countries.

Students should explore co-op opportunities in locales where they think they may want to work after graduation. This way, they can test the location before an expensive relocation is necessary. This strategy also helps one become familiar with the industrial context of the target city, which will prove to be an asset when job hunting after graduation.

### 9. Are students able to live at home while co-opping?

Yes. However, co-op positions are not always found within easy commuting distance from one's hometown residence. Students should prepare themselves to go where the co-op positions are located. Students should consider the possibilities of living with friends or relatives other than the immediate family during co-ops. Students are advised not to "lock" themselves into an apartment lease situation during the semester they plan to co-op, when co-op positions exist outside of commuting distances. If students desire to live at home during a co-op, they are assuming a greater responsibility in developing their own co-op job sites.

**10. Can all co-ops be at the same company?**

Yes. As long as the student's job responsibilities increase with each successive co-op position, the student can complete all their co-ops at one company. Also, if the employer has an obvious interest in the student and is preparing the student for eventual permanent employment in a responsible position, the situation is encouraged. This is one of the ways the college sells the cooperative education program to potential employers. It gives the company the opportunity to train the student, over successive co-ops, to the company's needs. Again, in all cases, the level of responsibility must increase significantly as the level of co-op increases.

**11. Can a student receive co-op credit if they are self-employed?**

No. Such arrangements are not allowed. Most self-employment proposals sound good at first, but they usually do not involve elements the college deems important. Working for a supervisor, learning to complete tasks the way others want them done and working in coordination and harmony with other workers are important elements and are not usually associated with self-employment. The college requires that the co-op student be directly supervised and evaluated.

**12. Does a student need to receive pay for work while completing a co-op?**

Yes, with some exceptions. Getting paid is not only good or essential from the vantage point of personal economics, but it also indicates responsibility and accountability. The student should avoid situations where he or she is likely to be treated like a volunteer worker, one whose services frequently are menial, optional and often irregular (see CHAPTER V: EXCEPTIONS).

Students who wish to work for an employer without pay must complete a "wage waiver" form with the Office of Cooperative Education and obtain approval from their academic advisor. (See CHAPTER V for policy for co-op wage waiver) For those students who choose an unpaid co-op, the experience will be evaluated to determine the value of the co-op and/or whether or not that type of co-op could be duplicated in a paid environment.

**13. How does a student "sign up" for a co-op?**

After an employer has made an offer of employment (co-op) to a student and the student accepts, the following should occur immediately:

- a. Student completes and submits a "Cooperative Education Registration" form at [www.bgsutechcoop.org](http://www.bgsutechcoop.org).
- b. Student submits an updated resume to the Office of Cooperative Education.

The Office of Cooperative Education (OCE) will complete the registration process with both the Registrar and Bursar Offices.

Students are advised to keep their academic advisor informed of their potential co-op work experience. After the registration is received by the OCE, it will be reviewed by the student's academic advisor, the co-op coordinator and the Director of Cooperative Education for approval or denial.

Once both the academic advisor and the Office of Cooperative Education have approved the registration, the OCE will process the student's registration with the Office of Registration and Records.

Note: If a student is preregistered for on-campus classes and wishes to "drop" those courses, the OCE will complete this activity for the student with the student's authorization via the co-op registration form.

**14. How much regular course work can be taken during a co-op?**

The college does not encourage regular course work to be taken during a co-op semester. The student is expected to adjust, learn and produce during a co-op. The co-op is a full-time work experience and is not the time to just "get by" when completing co-op responsibilities.

During the student's co-op semester, it is recommended that the co-op is the student's major responsibility. Course work should not interfere with the co-op work experience. The exception to this policy would be a non-traditional student who is

permanently employed in an industry directly related to their major.

### **15. Can co-op credit be earned for part-time employment?**

There are five conditions under which part time (parallel) co-ops are approved. They are still the exception! (See CHAPTER V for the policy statement on parallel co-ops.)

### **16. What does a co-op cost?**

One co-op costs the same as any other 4 semester hour course for tuition and general fees. Co-ops based more than 50 miles from the University have a reduced fee.

### **17. What "job finding" resources exist?**

Many resources exist! CHAPTER IV deals with this question; it should be read by all students. It deals with the Office of Cooperative Education, employers, known job vacancies, writing resumes and letters of inquiry, the do's and don'ts of interviewing and much more.

### **18. What if co-op employment cannot be found?**

If a student, with assistance from the Office of Cooperative Education, fails to find an employer, that student is a rare exception. That is not to say that finding a co-op employer is always easy; sometimes the job search is difficult. If a student is having considerable difficulty, they usually need to work harder, smarter or neater. The student needs to become very knowledgeable of "job finding" resources. Beginning the co-op search well in advance will help avoid this situation. A student in this situation should definitely counsel with the co-op office for help.

If the student has a serious problem finding suitable employment, they should read the "Policy on Substitution for Co-op Requirements" in CHAPTER V: EXCEPTIONS.

Students are advised to keep a log of ALL "co-op finding activity." Two reasons:

(1) The student will have to document his/her efforts to find a co-op (as indicated in Chapter V of the Co-op Manual) in order to qualify for course work substi-

tutes for co-ops.

(2) The student is expected to alternate work experience with University course work.

A log is proof of a student's good intent to find co-op employment in a timely manner. Students without a log who finish all of their course work and then expect to do three co-ops in a row may find that they are going to be required to take extra courses to achieve the alternation objective which is fundamental to the co-op program.

### **19. Must a student complete co-ops if they have a lot of work experience?**

If a student's work experience is extensive, and in the area of the student's major, a "Credit by Examination" is an option to explore. Check the "Credit by Examination Policy" in CHAPTER V: EXCEPTIONS.

### **20. When a student is on the job, what do they need to do in addition to meeting the employer's expectations?**

The student must do several things, all promptly:

1) Respond to correspondence and phone calls from the Office of Cooperative Education.

2) Complete and submit a co-op visit confirmation form to the Office of Cooperative Education.

3) Indicate any changes in schedule or location to the Office of Cooperative Education immediately, as they occur.

4) Get in touch with the Office of Cooperative Education if there are concerns or issues that need to be addressed about the job (e.g., personality conflicts, communication or coping problems, inappropriate or unethical behavior, etc.).

5) Complete and submit the co-op report on or before the designated deadline date. Co-op report guidelines and and sample can be found at the following link: [http://www.bgsu.edu/colleges/technology/coop/student\\_guide.html](http://www.bgsu.edu/colleges/technology/coop/student_guide.html)

The reports are discussed, in detail, in the following section, CHAPTER III.

**21. Does a student have to pay income tax on wages earned while on co-op?**

Wages received by students on co-op jobs are subject to federal and, where applicable, state and/or local taxation. To avoid legal and financial problems, students should make sure that appropriate taxes are withheld by the employer. Refer to Appendix A-6 for Income Tax Policy.

**22. Can a student matriculate without completing TECH 289?**

No. A student must have completed their required courses, TECH 289 and have an accumulative 2.25 GPA before the pre-code is removed. However, if a student is completing course work during Spring semester and plans to co-op during Summer, they must visit the Program Services Office. The pre-major code could be changed prior to completion of TECH 289 to facilitate Fall scheduling. The Program Services Office and the student's academic advisor must be consulted concerning matriculation exceptions.

**23. Can a student enroll in TECH 389 without completing their matriculation requirements?**

No. All matriculation requirements must be fulfilled before enrolling in TECH 389. Any exceptions must be discussed with the Program Services Office and the student's academic advisor.

**24. Can a student receive co-op credit for a semester long work experience that they did not register for during the semester they worked?**

No. This is considered after-the-fact and retroactive registrations will not be permitted. Students are required to pre-register, be supervised and be evaluated during the work experience. When a student secures a co-op position, the student is required to submit a registration form to the College of Technology Co-op Office for approval.

**25. What are some examples of employers' pre-employment screening policies and procedures?**

Some employers require successful results from substance abuse screening, psychological testing,

GPA/transcript review, driving record review and strength tests. **NOTE:** Some companies adhere to a smoke-free environment policy; others require adherence to strict dress codes. Contact your specific company for further details.

**26. What if a student feels they are experiencing harassment, discrimination, gender bias or has other concerns and/or problems during a co-op?**

These are very critical issues that need to be addressed immediately. The student should contact the OCE as soon as possible in order to seek resolution. Refer to Appendix A-7 for Complaint Resolution Procedures.

**27. While on co-op, is the co-op student considered a full-time student?**

Yes. The University undergraduate catalog states that based on institutional policy, students registered for TECH 289, TECH 389 and TECH 489 are involved in a full-time academic experience at BGSU. However, students receiving financial aid are required to check with the office of Financial Aid and Student Employment to confirm the impact of co-op on their financial aid. Since there are multiple types of financial aid, students should not assume that each recognizes co-op as a full-time academic load. Also, students eligible for veteran's affairs educational benefits must check with the Veteran's Affairs Office to determine the effects of co-op on veteran's benefits.

**28. If a student is not satisfied with their co-op position, should they quit?**

No. The student must inform the OCE of their concerns, problems, etc. It may be a simple matter of the employer upgrading the job responsibilities, increasing projects or assigning the student to a different work area. In most cases, something can be worked out. On the other hand, it may be a more complicated issue that cannot be rectified. In any case, it is required that the student notify the OCE of the situation as soon as possible. If the student quits without notifying the OCE, they risk losing the co-op credit and all fees.

**29. Does a student have to be an expert to participate in their first co-op?**

No. Students must realize that they are presenting themselves to employers as learners and hard workers who want to find entry employment in a particular technology.

In addition, the first co-op experience is designed as a tool for the student to test their field and get exposure in a specific industry which will either reconfirm the student's major and degree program decision or will indicate that this may not be in line with the student's career expectations.

**30. Can a student participate in more than the required three co-ops?**

Yes. Students may be able to receive elective credit for additional co-ops depending on their degree program requirements. Students must discuss this option with their academic advisor. Refer to CHAPTER III for reporting format for additional co-ops.

**31. While on co-op, does the student observe company or University holidays?**

Company holidays. During the student's co-op work assignment, they adhere to the holidays observed by the company only. The University holiday schedule and breaks are not applicable to students on co-op.

**32. Can a student use the University Recreational Center while registered for co-op?**

Yes. A student needs to be registered for a least 10 credit hours to receive a full student recreation center membership (during summer, 8 credit hours). Since a co-op student is registered for only 4 credit hours for co-op, they can call the Student Recreation Center and request a full pass. The center charges a minimal fee per credit hour to obtain the equivalent of the appropriate credit hours. Contact the Rec Center for details.

**33. What if a student secures and accepts a co-op and needs to drop pre-registered courses?**

When a student registers for a co-op, they will complete a cooperative education registration at [www.bgsutechcoop.org](http://www.bgsutechcoop.org). The student needs to indicate on this form the courses that need to be dropped. There is no penalty charged for requesting the OCE to drop

courses (prior to the first day of classes).

**34. Can a student be released from an on-campus housing contract if they obtain a co-op?**

Yes. If a student secures and accepts a co-op assignment that is outside a 50 mile radius of Bowling Green, Ohio, they must initiate a request to the OCE to cancel their on-campus housing for the co-op semester (forms available in the OCE) prior to the first day of classes. The Office of On-Campus Housing guarantees that the student will receive an on-campus housing assignment for the semester following the co-op semester. There is not a guarantee that a student will receive assignment to a specific residence hall or roommate, but he/she will certainly have the opportunity to request a hall or roommate. Requests will be honored if space is available, otherwise the student will be assigned to an available space.

**35. Can a student be released from an on-campus meal plan during a co-op semester?**

Yes. The student must initiate a request to the OCE to adjust or cancel an on-campus meal plan (forms available in the OCE) prior to the first day of classes.

**36. Can a student collect unemployment compensation following a co-op work period?**

No. Refer to Appendix A-8 for Unemployment Compensation Policy.

## CHAPTER III RESPONSIBILITIES & REPORTS

### Description of Responsibilities

1. Successful completion of the Co-op Workshop and an approved resume is a prerequisite of TECH 289 (TECH 389 for bachelor or associate degree holders).

2. When a student secures a co-op position, the student is required to submit a cooperative education registration form (at [www.bgsutechcoop.org](http://www.bgsutechcoop.org)) prior to the co-op registration deadline. In addition, the student must review and complete the Cooperative Education Application Student Checklist which lists important information regarding the co-op experience. The registration and approval process **MUST** be completed before the onset of the work experience. Refer to Appendix A-3 for sample Registration and to Appendix A-4 for sample Checklist.

3. While on co-op, it is required that each student notify the OCE of their correct, current address. Students should return the "Co-op Visit Confirmation Form" at the end of the first week of employment using the pre-printed, self-addressed envelope.

4. The OCE will send a Performance Evaluation Profile (Refer to Appendix A-5 for sample PEP) to the student's immediate supervisor. The supervisor should complete the PEP prior to the site visit. During the site visit, the supervisor, student and University representative will review and sign the PEP.

5. A co-op report is required for each work experience. The written requirements for each report are discussed in detail later in this chapter. All reports must be word processed or typed, double-spaced, one inch margins on all four sides and as a guide, a minimum of one full 8 1/2 x 11 page per report objective.

6. Do not submit samples of reports, forms, charts or other information about the student's employer that is confidential. If in doubt, check with your job supervisor.

7. The report must be received by the Office of Cooperative Education, submitted to the appropriate semester via the Blackboard site by the published deadline date, 11:59pm, for that semester.

8. Make a copy of the entire report, before it is submitted, and keep the copy as proof of completion. Having a hard copy or electronic copy of each report will be a useful record for future comparisons and requirements. Upon the completion of each co-op, the student can request their co-op report from the Office of Cooperative Education, College of Technology.

9. All cooperative education work experiences are graded S/U. Grades are calculated on the student's written report, employer's evaluation of the student's performance, supervisor's recommendation and satisfactory completion of the full co-op work period. The Office of Cooperative Education (OCE) requires that each student adhere to the deadlines. The student will be evaluated and graded S/U based on the material submitted at the time of grading. If the co-op requirements are not completed, the student will receive a grade of "U".

10. The Office of Cooperative Education advises each student to write a thank you letter to their co-op employer following the completion of their co-op work experience. A copy of this letter should be placed in the student's co-op file in the Office of Cooperative Education. Refer to Appendix A-17 for sample letter. A sample letter can also be found at the following web address: [http://www.bgsu.edu/colleges/technology/coop/resources/followup\\_letter.doc](http://www.bgsu.edu/colleges/technology/coop/resources/followup_letter.doc)

### Co-op Report Guidelines

The purpose of the co-op report is to assure that the student is getting the greatest possible educational value from their co-op experience. In preparation for the report, the student must properly evaluate their job, must be alert to see applications of principles learned in school and in general and must think clearly and objectively about their work experience.

rience.

Sections within the co-op report may vary in length. A suggested guideline is a minimum of one page per section. Co-op reports are evaluated by University representatives based on quality of content, spelling, punctuation, grammar and complete and appropriate responses to all objectives. The co-op report is not reviewed and graded by weight; it is merit that counts.

### TECH 289 - REPORT FORMAT

**NOTE:** Each objective response must begin on a new page. You are required to label each objective by writing the word "Objective" (followed by the corresponding objective number and heading) and copying the objective statement prior to each response. (Just as they are written below). A report

sample can be found at the following webpage: [http://www.bgsu.edu/colleges/technology/coop/student\\_guide.html](http://www.bgsu.edu/colleges/technology/coop/student_guide.html).

**COVER SHEET:** This page should include the your name, class, major, level of co-op and job title. Include the company name, address and a brief description of the company. This should be an organized, professional-looking cover sheet for the report.

**TABLE OF CONTENTS:** This should include the different sections of the report and page numbers. Also include the names of any tables, graphs, etc. in the report and the number of the pages where they appear. (Refer to a textbook for examples.)

**OBJECTIVE 1: RESUME** Complete an updated resume. An updated resume including the current co-op position must be submitted with the co-op report. A sample resume can be found at this web

### Organizational Chart EXAMPLE

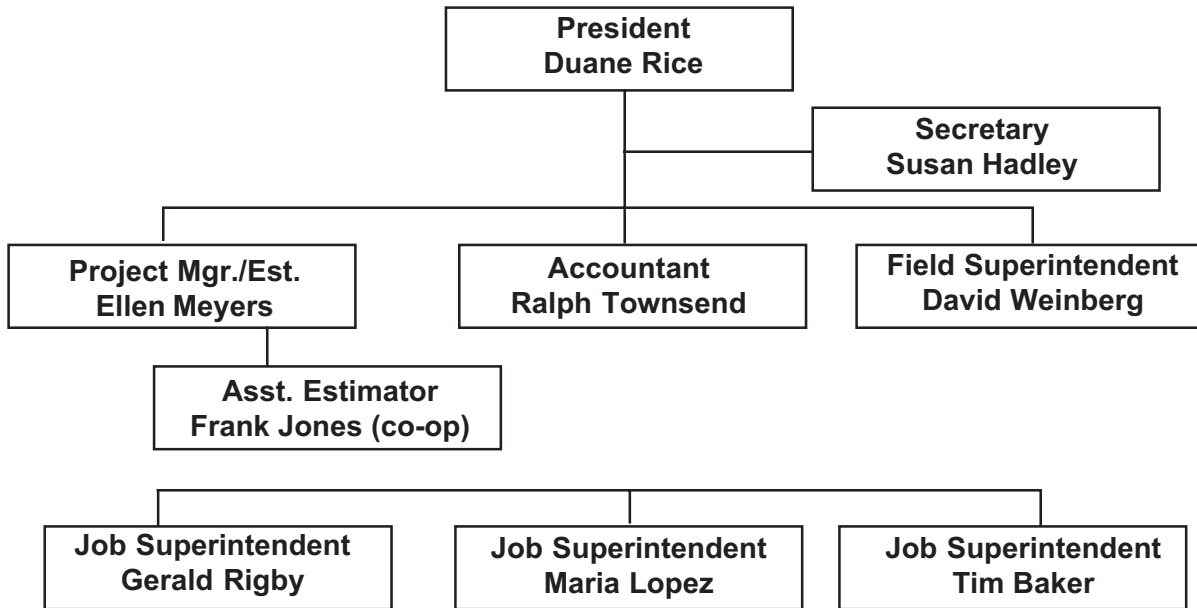


Figure 2

address: <http://www.bgsu.edu/colleges/technology/coop/pdf/JohnnyResume.pdf>.

A resume is required even if you have secured future employment (e.g., working in the family business, repeating at the same co-op site, etc.) Each student is required to have a current resume on file with the Office of Cooperative Education, posted onto your Place Pro account.

Your resume may be an employer's first impression of you. Make sure your resume represents your best effort.

### **OBJECTIVE 2: ORGANIZATIONAL CHART**

Prepare an organizational chart that includes your current position. Hand-written or hand drawn organizational charts will not be accepted. Click here for an example of how an organizational chart should look by viewing page 4 in the Report Sample.

Construct a professional looking chart that illustrates formal relationships of job functions and the people responsible for those functions. Some companies do not have an organizational chart. If this is the case, you should discover the relationships mentioned above and create your own chart.

Small companies are easy to depict. Large companies may be impossible to depict, and certainly not on one page. If you are completing a co-op with a large company, you need only illustrate that department of the organization within which you are working. Ask your supervisor or locate company literature (e.g., Annual Stockholders Report, company manual, promotional materials) for assistance if needed.

### **OBJECTIVE 3: RESPONSIBILITIES & ROLES**

Describe your responsibilities and the responsibilities of your supervisor and immediate co-workers.

Using the organizational chart you completed in Objective 2 as a guide, describe (on a separate page) the responsibilities of the individuals on the

chart starting with yourself, then working up the ranks and explaining the responsibilities of other persons above you. Again, use your organizational chart as a guide. Be accurate and complete; explain the responsibilities of each person you are describing.

### **OBJECTIVE 4: COMPANY BACKGROUND**

Describe in detail the company background, including:

- Goods/materials produced
- Production methods
- Services provided
- Mission Statement

Compose a page that responds to this objective. This will require research. Your company's marketing literature, annual report and/or website are good resources for answering this objective. If you are located in the heart of production activity, this assignment is simply a matter of observation and organized description. Be specific in your descriptions and give examples.

### **OBJECTIVE 5: COMMUNICATION**

Identify the company's standard instruments of communication and the extent to which they are used in the performance of your duties.

Companies use tools of communication such as forms, charts, emails, message boards and computers to help control jobs, production, flow, inventory, amount of labor applied to a unit of work and many other functions. You should identify and describe the function of those tools of communication used within your department/work area. This assignment should fill a separate page and include examples.

### **OBJECTIVE 6: COMPANY CLIENTELE**

Describe, and provide examples of, your company's primary clientele and how they attract and serve their clientele. After providing these examples, suggest ways and provide examples of how your company could improve upon their current techniques.

You should develop a response to this objective that would highlight your understanding of your employer's vital interests. See your supervisor for specific examples and ideas.

**OBJECTIVE 7: NEW SKILLS DEVELOPED**

Identify any skills, insights, epiphanies and/or habits developed during the co-op. Describe and provide examples of the impact these newfound abilities and feelings have (or did not have) on your career goals and future course selections.

Each co-op experience should enable the student to gain some additional competencies. Just as important, each co-op enables the student to become more aware of personal feelings and career goals. It is important for one to recognize what one can do, what one likes to do, and what kinds of activities one has no interest in pursuing. Each co-op has important effects on the career development of the student. If the student makes an effort to specify and clarify these changes, he/she is in a better position to plan for the future.

**OBJECTIVE 8: SPECIAL CONTRIBUTIONS**

Describe and provide examples of a report, special assignment, task or project you worked on during your co-op. You can do this by first stating the objectives of the project followed by the project description and outcomes. Be sure to include your specific role in contributing to the project, citing examples in your description.

If you completed more than one special project, please explain those as well. Do not be too quick to state that this objective does not apply. You can relate many of your co-op duties to answer this objective.

**OBJECTIVE 9: COMPANY POLICIES**

Review the company's personnel and career development policies: hiring, advancing, evaluating, firing, retiring, etc. After having done so, describe and provide detailed examples, of your understanding of these procedures and explain if you think the policies are appropriate or need improvement.

To be sure the information you are collecting is

accurate, consult with your supervisory personnel, industrial relations (e.g., personnel administration, human resources) and/or company literature. The questions you should answer are:

- How does the company recruit hourly and salaried employees?
- What union considerations facilitate or complicate the process?
- Is there a "promote from within" policy?
- How frequently are employees evaluated?
- What wage/salary increments can be expected?
- Is there a profit sharing plan?
- What are grounds for termination?
- How are employees terminated?
- What is the "benefit package?"
- What are the retirement plan options?

**OBJECTIVE 10: JOB DESCRIPTION MEMORANDUM**

In memorandum (memo) format, prepare an effective job description. The job description should describe your current co-op position. Your memo must be a minimum of two paragraphs (detailed below) and addressed to your supervisor. For an example of how a memo should look by viewing page 5 in the Report Sample.

1. Paragraph One: Justify the need for the co-op position.
2. Paragraph Two: Describe in 50 words or less, an effective job description, detailing the co-op position you currently hold. This should not be written as a classified advertisement.

You should write this memo as if you are the manager of the department and are seeking a replacement for your current position.

**OBJECTIVE 11: CO-OP INFORMATION**

Please indicate the semester and year that you expect to participate in your remaining co-op experience(s) and how you plan to search for and obtain your remaining co-op position(s). Justify how the tasks and responsibilities of your future

co-op(s) will increase. Also rank your co-op experience in terms of outstanding, average or poor and provide justifications for your ranking.

#### **OBJECTIVE 12: ORGANIZATION LITERATURE**

If available, please attach literature from your co-op organization such as an annual report, public relations material, website and/or sales literature. You should have already collected this information when answering Objective 4, so use this information to help complete this objective.

### **TECH 389 - REPORT FORMAT**

**NOTE:** Each objective response must begin on a new page. You are required to label each objective by writing the word "Objective" (followed by the corresponding objective number and heading) and copying the objective statement prior to each response. (Just as they are written below). A report sample can be found at the following webpage: [http://www.bgsu.edu/colleges/technology/coop/student\\_guide.html](http://www.bgsu.edu/colleges/technology/coop/student_guide.html).

**COVER SHEET:** This page should include the your name, class, major, level of co-op and job title. Include the company name, address and a brief description of the company. This should be an organized, professional-looking cover sheet for the report.

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#### **OBJECTIVE 1: RESUME**

Complete an updated resume. An updated resume including the current co-op position must be submitted with the co-op report. A sample resume can be found at this web address: <http://www.bgsu.edu/colleges/technology/coop/pdf/JohnnyResume.pdf>.

A resume is required even if you have secured future employment (e.g., working in the family business, repeating at the same co-op site, etc.)

Each student is required to have a current resume on file with the Office of Cooperative Education, posted onto your Place Pro account.

Your resume may be an employer's first impression of you. Make sure your resume represents your best effort.

#### **OBJECTIVE 2: ORGANIZATIONAL CHART**

Prepare an organizational chart that includes your current position. Hand-written or hand drawn organizational charts will not be accepted. Click here for an example of how an organizational chart should look by viewing page 4 in the Report Sample.

Construct a professional looking chart that illustrates formal relationships of job functions and the people responsible for those functions. Some companies do not have an organizational chart. If this is the case, you should discover the relationships mentioned above and create your own chart.

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#### **OBJECTIVE 3: ADDITIONAL STAFF MEMORANDUM**

Put yourself in the following situation; Assume you have been promoted to your current supervisor's position and additional employees are needed. Prepare, in memo form, the 2 paragraphs detailed below, addressed to your supervisor for approval. Click here to see how a memo should look by viewing page 5 in the Report Sample.

1. Paragraph One: Justify the need for additional staff/employees.
2. Paragraph Two: Describe in 50 words or

less, an effective job description. Assume the job description is your current co-op position. This should not be written as a classified advertisement.

**OBJECTIVE 4: SPECIAL CONTRIBUTIONS**

Describe and provide examples of a report, special assignment, task or project you worked on during your co-op. You can do this by first stating the objectives of the project followed by the project description and outcomes. Be sure to include your specific role in contributing to the project, citing examples in your description.

If you completed more than one special project, please explain those as well. Do not be too quick to state that this objective does not apply. You can relate many of your co-op duties to answer this objective.

**OBJECTIVE 5: RESPONSIBILITIES & ROLES**

Describe your responsibilities and the responsibilities of your supervisor and immediate co-workers.

Using the organizational chart you completed in Objective 2 as a guide, describe (on a separate page) the responsibilities of the individuals on the chart starting with yourself, then working up the ranks and explaining the responsibilities of other persons above you. Again, use your organizational chart as a guide. Be accurate and complete; explain the responsibilities of each person you are describing.

**OBJECTIVE 6: PROBLEMS ENCOUNTERED**

What problems (e.g., technical preparation, worker relationship, learning the job, etc.) did you encounter and how were these problems solved? Provide specific examples.

**OBJECTIVE 7: STUDENT DISCOVERIES**

Describe what you learned during your co-op experience by answering all questions listed below:

- How will what you learned help you when returning to school? Provide 3 examples.

- How will what you learned help you on your next co-op? Provide 3 examples.
- How will what you learned help you after graduation? Provide 3 examples.

**OBJECTIVE 8: STUDENT CHOICE**

Choose and respond to one of the following topics:

1. Give examples of and explain your knowledge of your company or organization's history and its place in industry, business or government.

OR

2. How did the work within your department/area contribute to the company? Provide specific examples.

**OBJECTIVE 9: ACADEMIC PROGRAM**

Evaluate the academic program and specific courses in relation to your current co-op experience. Upon your evaluation, state your commendations or suggestions for improvements.

This is your chance to help improve individual courses and programs (academic and co-op) in the College of Technology. Included in this response should be your description of how your previous co-op prepared you to enter your present co-op. Also, identify and explain the courses that proved to be the most useful in relation to your duties while on co-op.

The dean, department chairs and relevant faculty members will read your comments. Your response to this objective may also be shared with the industrial advisory committee. In order for improvements to be made to the curriculum, the faculty/administration need to have your feedback. You should be honest, respectful and constructive in your response.

**OBJECTIVE 10: STUDENT IMPROVEMENT**

What could you have done to improve your performance? Provide at least 2-3 specific examples. To help you answer this objective, consult with your supervisor about the Perfor-

mance Evaluation Profile (PEP) they should have completed on you.

#### **OBJECTIVE 11: CO-OP INFORMATION**

Please indicate the semester and year that you expect to participate in your remaining co-op experience and how you plan to search for and obtain this remaining co-op position. Justify how the tasks and responsibilities of your future co-op will increase. Also rank your co-op experience in terms of outstanding, average or poor and provide justifications for your ranking.

#### **OBJECTIVE 12: ORGANIZATION LITERATURE**

If available, please attach literature from your co-op organization such as an annual report, public relations material, website and/or sales literature.

### **TECH 489 - REPORT FORMAT**

**NOTE:** Each objective response must begin on a new page. You are required to label each objective by writing the word "Objective" (followed by the corresponding objective number and heading) and copying the objective statement prior to each response. (Just as they are written below). A report sample can be found at the following webpage: [http://www.bgsu.edu/colleges/technology/coop/student\\_guide.html](http://www.bgsu.edu/colleges/technology/coop/student_guide.html).

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submitted with the co-op report. A sample resume can be found at this web address: <http://www.bgsu.edu/colleges/technology/coop/pdf/JohnnyResume.pdf>.

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Your resume may be an employer's first impression of you. Make sure your resume represents your best effort.

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**OBJECTIVE 3: ADDITIONAL STAFF MEMO**

Put yourself in the following situation; Assume you have been promoted to your current supervisor's position and additional employees are needed. Prepare, in memo form, the 2 paragraphs detailed below, addressed to your supervisor for approval. Click here to see how a memo should look by viewing [page 5](#) in the [Report Sample](#).

1. Paragraph One: Justify the need for additional staff/employees.
2. Paragraph Two: Describe in 50 words or less, an effective job description. Assume the job description is your current co-op position. This should not be written as a classified advertisement.

**OBJECTIVE 4: CO-OP EVALUATION**

Evaluate all of your current and previous co-op experiences. Write at least 2-3 positive and/or negative events or lessons learned during your co-ops, providing examples. Explain and give detailed examples of how the responsibilities increased in relationship to previous co-ops.

**OBJECTIVE 5: POSITION DESIRED AFTER GRADUATION**

1. Identify the ideal entry-level position you would apply for immediately following graduation. Write job description for this position and explain why you are a qualified candidate.
2. Research the current job market, using methods learned while searching for co-op positions, and find an actual job description that closely matches a position you wish to find upon graduation. Include this job description in your report (using the 'copy-paste' method or printing the description). Site the source where you found the job description.

**OBJECTIVE 6: POSITION DESIRED 5 YEARS AFTER GRADUATION**

Describe the type of position you expect to have five years after graduation. List and provide examples of strategies for obtaining that position. Identify when you expect to accomplish each step needed to reach your end-goal. (E.g. What would you accomplish in one year, two years, etc. in order to reach your end-goal, using an illustration if needed)

**OBJECTIVE 7: SOCIOLOGICAL LESSONS LEARNED**

Through your co-op experience, observe the behavior of others at your organization and attempt to analyze why some individuals may successfully relate and socialize with co-workers and others do not. An important sociological lesson to learn in industry is how to get along with others. Where appropriate, include observations of human relationships between individuals of different gender, races, national origin, etc.

**OBJECTIVE 8: MANAGEMENT & LEADERSHIP**

Research and define the term "management style" including any resources used in your definition. What management style or leadership behavior has your current and previous supervisors exhibited? How did your supervisor's method(s) increase or decrease you and your co-workers motivation, morale, cooperation and/or productivity? Provide examples.

Now, describe which management style you would use as a supervisor. Include an explanation of your decision.

**OBJECTIVE 9: ACADEMIC PROGRAM**

Critique and provide examples of how your academic program (in each of the areas listed below) prepared you for your required duties during your co-op:

- a) Your major area of study
- b) General Education
- c) Math/Science
- d) Computer Science
- e) Business

When describing each academic program, be sure to include suggestions for improvement of content and issues related to new technologies you would like to see made in BGSU courses.

**OBJECTIVE 10: CO-OP INFORMATION**

Please rank your current co-op experience in terms of outstanding, average or poor. Provide a detailed justification for your ranking.

**OBJECTIVE 11: ORGANIZATION LITERATURE**

If available, please attach literature from your co-op organization such as an annual report, public relations material, website and/or sales literature.

**OBJECTIVE 12: CO-OP BENEFITS & CAREER PLANS**

Review the following three statements and assess (providing written examples for each) how the statements apply in your career development and decision making process:

1. The cooperative education program allows students to integrate classroom theory with practical, on-the-job experience. This enables the student to apply previously learned theory and skills to the demands of a real job situation.
2. The cooperative education program can facilitate the student's career development as can no other experience. Work environments can be chosen to test academic and career goals.
3. What are your career plans after graduation?

**ADDITIONAL CO-OPS -  
REPORT FORMAT**

For students completing four or more co-ops, a different reporting format is required. You must submit a professional caliber research report (minimum length - 7 typed pages) on a topic related both to your career goals and your co-op experience. The report must use the current APA (American Psychological Association) style; must be typewritten, double-spaced; and contain a bibliography. References should be cited from resources such as professional publications, journals, manuals, and other industry research reports. In addition, you may use information obtained from interviews with organization or industry personnel; however, these citations must be supported by resources such as those previously mentioned.

In order to enhance your opportunities to interview, remain or advance within a company, it is appropriate that the topic of the research report be chosen to strengthen these possibilities. The report should be a vehicle by which you gain technical and/or management knowledge that makes you more valuable to the organization.

The topic must be approved by your academic advisor or the Office of Cooperative Education prior to the beginning of the semester in which the co-op takes place. The report may be rejected if it does not meet professional standards for scholarship, documentation, clarity, cleanliness, margins, spelling, etc. If the report is rejected, the coop experience is incomplete and you will receive the grade of U, or "unsatisfactory." An "unsatisfactory" may be removed by correcting the report within a specific period of time to be determined by the OCE.

## CHAPTER IV

### JOB SEARCH SERVICES & RESOURCES

Cooperative Education work experiences are a requirement of each student in the College of Technology.

The responsibility for securing an approved co-op rests with the student. The OCE is not responsible for securing co-ops for students. However, the OCE provides a multitude of resources to facilitate the co-op job search process (assisting students to develop appropriate job search techniques and to identify potential co-op employers, to name a few). Students should utilize the services and resources of the OCE to receive maximum advantage of the cooperative education program.

This chapter will describe the services and resources available to students. It will also describe how students find co-op positions and how employers find co-op students.

#### **The Role of the Office of Cooperative Education**

The Office of Cooperative Education's role as a support office, assists to develop new placement sites and maintain existing sites. The OCE also functions as the main source for co-op information. Such information includes:

- Dates that employers plan to come to campus to interview students.
- An "Employer File" containing company reports and literature.
- Advertising of co-op openings through Place Pro, student consultations to encourage and improve student's co-op searching skills, mass emails and direct communication with individual students.
- Suggestions concerning interviewing and writing effective letters of inquiry and resumes.
- Suggestions regarding the timing and sequencing of co-op and college work.
- Registration and approval of students' co-ops.
- Many other duties relevant to COT co-ops.

The OCE also encourages students to get in touch with faculty members and advisors, who frequently have first-hand information about companies, contact persons and job opportunities which can be helpful to the student seeking co-op employment.

The OCE encourages students to apply to positions advertised on the OCE Place Pro system ([www.placepro.com](http://www.placepro.com)). However, if a student is interested in researching and securing a co-op position with a company that has not previously participated in the co-op program, the student must identify and directly contact the employer(s) on their own. After the initial contact, and as an option, the student may request the co-op office to send support letters/co-op materials to the prospective employer(s). Consult with the OCE for appropriate procedures.

#### **Student Generated Job Leads**

In addition to College/University provided job sites, the co-op student has resources of their own to explore. Students should talk to other students about previous co-op employment situations. They should also check newspaper "help wanted" advertisements, "yellow pages" from phone books and online of selected cities, Chambers of Commerce in specified cities, friends and relatives and many other resources. Students should consult with the OCE for more detailed information on co-op job searches. The securing of a co-op position is to simulate "real world" job finding experiences.

#### **Communicating with Prospective Employers**

After the student has a list of prospective employers, appropriate communications leading to a job must take place. The recommended procedure is to send a letter of inquiry (cover letter) with a resume. Letter samples are available on the OCE website ([www.bgsu.edu/colleges/technology/coop](http://www.bgsu.edu/colleges/technology/coop)). A letter of inquiry with a resume is effective if it leads to an interview. The interview is effective if it leads to a desired job.

Other communication procedures exist and may be appropriate if one needs to contact a large

number of companies in a short time. Using the telephone has the advantage of delivering information quickly, but it cannot represent the student's objectives and background as thoroughly and clearly as a letter of inquiry and resume.

Visiting a prospective employer could sometimes be easier than writing, but also could result only in filling out an employment application. The employment application could possibly only gain the attention of the prospective company when they need to hire another worker, and not during the time relevant to the student's co-op schedule. Furthermore, one does not appeal to the employer as a future professional employee by filling out application forms as the first step in the employment process. In most cases, professional level job seekers use letters of inquiry and resumes to seek interviews.

The remainder of this section is devoted to the preparation of professional job-searching communications.

**The Resume**

The resume will be described first because it should be developed first. It is developed before letters of inquiry. For co-op students, a resume must be submitted as a requirement for completing the co-op workshop and as part of the procedure for applying for a co-op. A personal resume is always a favorable indication to an employer that additional effort is being put forth in a student's employment endeavors and should be sent with letters of inquiry and be presented at interviews. Refer to Appendices A-9 to A-12 for sample resumes.

A human resource manager looks at many resumes during a week. While a resume should be individual, it should be close enough to the format presented in this manual so that the human resource manager does not have to search for information. The following are a few ideas to make one's resume more effective:

- Arrangement of the resume headings (refer to Figure 3) should be such that the reader can see the candidate's strongest points first. The ordering of the categories and points also must have a logical

sequence.

- Information headings should also stand out so that the reader can quickly find major points of interest.

- Distinctive qualities that make one's resume tastefully stand out can be used. The idea is to have the reader remember the candidate.

- Do not use the name of any organization or include any information which indicates race, color, religion or national origin. Photographs should not be used in states where such data is prohibited by the Fair Employment Practices Act.

- Resume composition assistance can be obtained from the COT-OCE, library resources, Career Services and private professional resources.

- You can create you resume resume using a word-processing system with a computer. Comput-

Figure 3

<b>RESUME COMPONENTS</b>	
1.	NAME
2.	CONTACT INFO.: Temp. & Permanent
3.	OBJECTIVE
4.	EDUCATION
5.	-RELATED BACKGROUND - CO-OP EXPERIENCES - RELATED WORK - EXPERIENCES - RELATED CLASSES
6.	WORK EXPERIENCE
7.	HONORS AND AWARDS
8.	ACTIVITIES

ers and the corresponding software are available at various locations throughout the University. Printing services should also be considered because they produce a quality product. Many area establishments can layout and typeset a resume. This "camera ready" resume can then be taken to any area copy shop where it can produce professional looking copies at inexpensive prices on a fine grade of paper.

- The Office of Cooperative Education has a resume service available for students which includes resume reviewing, resume examples and a variety of paper options. Charges for additional copies are billed to the student's bursar account.

- Misspellings and faded, barely intelligible resume copies should not be included in any of the student's business communications. Such copies tell the prospective employer something about that student's standards, abilities and lack of pride.

### **Letter of Inquiry**

A "letter of inquiry" is used when there is no knowledge that a position opening exists. Refer to Appendix A-13 for the sample letter of inquiry.

The letter should give enough information about the student to assure the company's personnel department that they possess some of the requisites/qualifications for the position. All letters should be composed carefully.

1. Enclose a stamped, self-addressed envelope for reply (Optional).
2. The student should inform the prospective employer that additional information is available upon request.
3. Limit the letter to one typed page.
4. Spell check and proof read the letter before sending.
5. Verify that the name and title of the prospective employer are correct and use proper form for the letter and envelope address.
6. Keep a copy of each letter sent.

### **Suggested content (by paragraph) for inquiry letters:**

1. Begin the letter with a statement of interest in the company by asking for an application and identifying the potential position that the student is interested in obtaining.
2. Support the interest with educational background or related experience, but be brief.
3. Thank the person for their assistance. Indicate how follow up will be accomplished. It is optional to send a resume with the letter of inquiry.

### **Letter of Application**

A "letter of application" (cover letter) is used when the company has announced that a vacancy exists. This letter will forward the student's resume to the attention of a particular person or employer. Refer to Appendix A-14 for sample letter.

The above mentioned guidelines (2-6) will apply to this letter as well.

A resume should be included with the letter of application.

### **The following are guidelines for drafting such letters:**

1. State the purpose of the letter first, in one sentence. Stimulate attention and interest in the opening part of the letter. Capture reader's attention and build interest in the student as a valued, potential employee.
2. Create desire by proving and demonstrating the student's worth to the company.
3. Persuade the reader to take the requested action by giving the student the interview. This is the major purpose of the letter.

### **Suggested Content (by paragraph) for Application (Cover) Letters:**

A sample cover letter can also be found at the following link: [http://www.bgsu.edu/colleges/technology/coop/resources/cover\\_letter.doc](http://www.bgsu.edu/colleges/technology/coop/resources/cover_letter.doc)

1. The introduction in the first sentence of the first paragraph should list 2 or 3 traits of the student that qualify him/her for the position he/she is seeking. These traits (education, experience, personal) should be what the employer would look for in the person to fill the position the student is seeking. (Look from the employer's viewpoint.) The second sentence may be a statement of how these qualities could be used effectively for the company's advancement.

2. The next two paragraphs are supporting paragraphs. One may support the educational aspect of the student's qualifications and the other, the work experiences they have had. Personal qualities can be placed within these two paragraphs.

3. The fourth paragraph will indicate that the student has enclosed a resume and that they would appreciate an interview at the employer's convenience, when further discussion of the job requirements and the student's capabilities could occur. This paragraph should also identify how follow-up will be accomplished.

#### **Follow-up Letters**

If the candidate does not hear from the prospective employer, or if the usual noncommittal letter is received indicating that the firm is glad to have the application and is filing it in case an opening occurs, there is no reason to stop expressing interest in that position. The amount of time to wait is not specific. When the student feels that the time has been sufficient, then the following suggestions for a follow-up letter will be helpful. Refer to Appendix A-15 for sample letter.

#### **Suggested content (by paragraph) for Follow-Up Letters:**

1. The student should re-establish their interest in working for the company by mentioning in the first paragraph that they had contacted the employer on (give a specific date). Briefly mention the position

applied for and a brief summary of the student's qualifications to fill that position.

2. The student should provide a brief overview of their education and work experience and relate new supporting evidence if applicable.

3. Thank the employer for their time and ask again for an interview. Send another resume.

#### **Follow-up Phone Calls**

If the candidate does not hear from the prospective employer, follow up the letter(s) with a phone call (or email message). Ask first if the employer received the student's letter and then ask if a position exists, for the present or future. Also ask if any positions might exist within other departments -- ask for names, titles and phone numbers of possible contacts. Thank the employer for their cooperation, time and consideration.

#### **Follow up After An Interview**

Following an interview for a co-op position, the student should write a thank you letter to the person who interviewed them. The letter should be written within three (3) days following the interview. A handwritten note is fine but a typed letter is more acceptable. Be certain to answer any specific questions or send any information the employer requested during the interview. Refer to Appendix A-16 for sample letter, as well as at the following web address: [http://www.bgsu.edu/colleges/technology/coop/resources/thankyou\\_letter.doc](http://www.bgsu.edu/colleges/technology/coop/resources/thankyou_letter.doc).

1. Thank the person for the interview. Express positive points about the interview to refresh the employer's memory.

2. Include information that was requested.

3. The student should reiterate some of the qualities they possess (educational, personal and/or experience) making them a worthy candidate. Continuing interest in the position should be expressed.

4. Because most people do not send thank-you

letters for interviews, the student who takes this extra step will leave a positive impression on the prospective employer.

### **Interviewing**

There are many factors to consider and act upon before, during and after the interview.

An interview provides a co-op student with an opportunity to present and discuss their qualifications for an available position and should be approached with enthusiasm and confidence. Most initial interviews take twenty to thirty minutes. Students will not have a great amount of time to describe experience, goals or aspirations, nor to inquire in detail about the particular employer. Thus, one should research the employer in the Office of Cooperative Education employer file, through information posted on Place Pro or on the company's website before the interview. Remember that the interviewer will also allow time to discuss company information during the interview, but keep in mind that this information may largely be focused toward the student's needs.

### **Interview Preparation**

It is of paramount importance that one be prepared for the interview. Preparation should focus on two main areas:

1. Student: A student should identify themselves clearly to the employer. What are the student's objectives for their career and life? The student must examine their skills and interests and clearly define their career goals and aspirations. Strengths and weaknesses need to be considered along with aptitudes, interests, education, work experience and physical abilities. After completing such a self-analysis, the student will be better prepared to decide how to approach an interview.
2. Employer: The student should know as much as they possibly can about their potential employer. Interviewers are usually impressed by a candidate who demonstrates knowledge of the particular organization, products, services, geographical location, etc.

Research of companies can lead to the student asking important questions which can be answered during the interview and may present that student in a more favorable light as a result. The student needs to remember that they are building a career, not just seeking a job. For companies with whom the college has had previous co-op placements, students are encouraged to contact the previous co-op student, the appropriate co-op coordinator or to consult with the University Representative who made the most recent site visit to gain further information.

The student's attitude during the interview is an extremely important factor. Positive aspects should be emphasized. Be enthusiastic!

The student's personal appearance is another important factor in determining whether or not the interview will be successful. The student's attire should be appropriate for the situation. The student should remember that they are participating in an employment interview and should present themselves in the best possible way. Dress for success!

The student may be somewhat nervous prior to the interview. This is natural and may help them to perform at their best. When responding to the interviewer, attempt to develop responses - say something other than "yes" or "no" when possible. Give examples to support responses when appropriate. Listen when the interviewer is talking and maintain eye contact with them at all times.

Questioning the interviewer with logical and well conceived questions tends to indicate interest in the organization and position. Interest on the student's part promotes relative and productive dialogue during the interview.

On the other hand, questions which are not logical, well defined and asked just for the sake of asking may result in a negative impression. Therefore, prepare for the interview by reading the potential employer's materials, talking to other co-op students who may be more aware of the particular organization and preparing a list of logical and well

defined questions to ask during the interview. The student should take questions to the interview in written form rather than trusting their memory.

Many students have found that creating "role play" interviews with another student, instructor, co-op staff member or friend has decreased nervousness and given them more confidence prior to the interview.

### **The Interview**

Each interview that a student obtains will, of course, be unique because they will meet with different officials from different organizations. Some interviews will be highly structured, following a prescribed format and some will be flexible within certain prescribed limits. Still others will be very unstructured. Some interviewers will feed the student rapid-fire questions, while others will expect the student to do most of the talking.

With all these differences, however, there will be certain similarities among the interviews and the basic evaluation criteria utilized by most interviewers will be the same.

Typically, the first part of the interview sets the stage for the entire interview. Research has indicated that the first impressions formed by the interviewer in the initial minutes are critical to the eventual decision as to whether or not the candidate will receive further consideration for employment. During the remainder of the interview, the interviewer will consciously or unconsciously try to substantiate these early impressions.

Since the early impression is so crucial, it is important that the student "put their best foot forward." Thus, a few basic points should be kept in mind.

The student should:

1. Check their personal appearance, be sure to look professional, neat and clean.
2. Greet the interviewer by name in a friendly, but

business-like manner.

3. Introduce yourself in a firm voice.
4. Shake hands firmly if the interviewer extends their hand in greeting.
5. Remain standing until offered a seat.
6. Sit erectly and appear interested, but try not to appear rigid.

Once the candidate is offered a seat, the interviewer will probably begin asking questions. The following list represents the questions most frequently asked by interviewers who are recruiting permanent employees. Many of these questions are also asked of co-op students. It is beneficial for the student to review each of these questions and prepare a brief response to each before the interview. In formulating responses, the student should try to put themselves in the place of the interviewer and answer the questions. "If I were in the interviewer's place, working for this employer, what would I want to know about me?" The questions on the following pages are those taken from the Endicott Report published by the Placement Center, Northwestern University, Evanston, IL. (Although these refer primarily to business careers, students can substitute their own career path in the questions.)

## FIFTY QUESTIONS RECRUITERS ASK

1. What are your long range and short range goals and objectives, when and why did you establish these goals, and how are you preparing to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your business career?
8. What do you expect to be earning in five years?
9. Why did you choose the career in which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your college experience prepared you for a business career?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful in business?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. In what ways do you think you can make a contribution to our company?
21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between a supervisor and those reporting to him or her?
23. What two or three accomplishments have given you the most satisfaction? Why?
24. Describe your most rewarding college experience.
25. If you were hiring a graduate for this position, what qualities would you look for?
26. Why did you select your college or University?
27. What led you to choose your field or major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like least? Why?
30. If you could do so, how would you plan your academic study differently? Why?
31. What changes would you make in your college or University? Why?
32. Do you have plans for continued study? An advanced degree?
33. Do you think that your grades are a good indication of your academic achievement?
34. What have you learned from participation in extra-curricular activities?
35. In what kind of work environment are you most comfortable?
36. How do you work under pressure?
37. In what part-time or summer jobs have you been most interested? Why?
38. How would you describe the ideal job for you following graduation?
39. Why did you decide to seek a position with this company?
40. What do you know about our company?
41. What two or three things are most important to you in your job?
42. Are you seeking employment in a company of a certain size? Why?
43. What criteria are you using to evaluate the company for which you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in which our company is located?
49. What major problem have you encountered and how did you deal with it?
50. What have you learned from your mistakes?

Be sure that by the end of the interview the interviewer can answer these questions:

1. Why is the student interested in the organization?
2. For which position(s) is the student applying?
3. What are the student's qualifications?
4. How does the student compare with other candidates?

If the student has answered these questions, they will have fulfilled a major part of their role in the interview.

When the student feels that the interview is coming to a close, it should not be prolonged. Without pressing, the student should attempt to learn what follow-up action is expected. Thank the interviewer for the opportunity to talk with them and for their time.

Remember: The interview is the student's chance to communicate the benefits they would bring to the company. Always be prepared to answer questions in such a way that would reflect positive characteristics. Be honest, but always emphasize the positive and downplay any negative factors. The student must sell themselves!

**Interview Evaluation**

It is strongly recommended that candidates take time to review and analyze what transpired during the interview. While the interview is fresh in the student's mind, they should reflect on key points of the interview with regard to: 1) the questions asked, 2) the answers given and 3) pertinent information learned about the employer and the position available. List the positive and negative points of the interview presentation, being as objective as possible. Once this list is complete, the student must determine the action to take to insure greater effectiveness in future interviews.

Not all interviews result in job offers. A rejection letter may only mean that the individual's qualifications are not those required or preferred for a

particular position. The student may want to check to make sure the job objective on their resume matches the particular job offering.

However, if most of the student's interviews do not result in job offers, read the following list carefully and ask which of these characteristics might be a reason for the rejections and make the necessary adjustments for future interviews:

**Reasons for Rejection Checklist** (This list contains behaviors and actions you do NOT want to utilize in general and during the interview)

Yes	No	
<input type="radio"/>	<input type="radio"/>	Poor personal appearance
<input type="radio"/>	<input type="radio"/>	Late for interview
<input type="radio"/>	<input type="radio"/>	Sloppy application or resume
<input type="radio"/>	<input type="radio"/>	Interest does not match opening
<input type="radio"/>	<input type="radio"/>	Failure to look at interviewer when talking
<input type="radio"/>	<input type="radio"/>	Lack of courtesy or diplomacy
<input type="radio"/>	<input type="radio"/>	Poor expression, voice, diction and grammar
<input type="radio"/>	<input type="radio"/>	Overbearing or overaggressive
<input type="radio"/>	<input type="radio"/>	Indefinite response to question
<input type="radio"/>	<input type="radio"/>	Make excuses or hedge on unfavorable factors in record
<input type="radio"/>	<input type="radio"/>	Asks no questions about job
<input type="radio"/>	<input type="radio"/>	Lack of confidence and poise
<input type="radio"/>	<input type="radio"/>	Lack of career planning
<input type="radio"/>	<input type="radio"/>	No interest in company or industry
<input type="radio"/>	<input type="radio"/>	Over-emphasis on money
<input type="radio"/>	<input type="radio"/>	Condemnation of past employer (summer jobs)
<input type="radio"/>	<input type="radio"/>	Failure to express appreciation
<input type="radio"/>	<input type="radio"/>	Unwillingness to relocate
<input type="radio"/>	<input type="radio"/>	Unwillingness to start at bottom
<input type="radio"/>	<input type="radio"/>	Just shopping around
<input type="radio"/>	<input type="radio"/>	Just wants to fulfill a co-op requirement (experience is secondary)
<input type="radio"/>	<input type="radio"/>	Cynical
<input type="radio"/>	<input type="radio"/>	Strong prejudices; intolerant
<input type="radio"/>	<input type="radio"/>	Inability to take criticism
<input type="radio"/>	<input type="radio"/>	High pressure type of individual

**Additional Job Search Points:****The student needs to be alert, organized and enterprising in pursuit of co-op employment:**

**Be alert.** Be fully informed regarding the co-op program; read the latest co-op communications and continuously check for positions on Place Pro as well as your own co-op leads. Take advantage of various co-op services and communicate with the COT, Office of Cooperative Education.

**Be informed.** Be sure to continuously update and check your Place Pro account. If you need help with Place Pro, you can access our Place Pro Help-page on our website ([www.bgsu.edu/colleges/technology/coop/placepro.html](http://www.bgsu.edu/colleges/technology/coop/placepro.html)) or contact the OCE.

**Be an organized planner.** Think ahead, even three or four years ahead and put these thoughts on paper. Answer some of these questions:

- What co-op alternation pattern is right for me?
- When should I take each course in my program?
- What courses need to be carefully scheduled because they are only offered once every year?
- Will I be living in University housing just before I complete my co-ops? If not, how will I deal with lease problems when it is time to co-op? The OCE suggests students avoid long term leases. The lease is not an acceptable excuse for not being able to co-op and can be avoided with planning.
- Will I have the flexibility to take advantage of a good co-op if it comes at some time other than which was planned?
- Should I find a co-op near home?
- Should I start communicating with companies now? If not, when?
- Should I "cultivate" an opening over a long period of time?

**Be enterprising.** It is especially important to be resourceful in times of high unemployment and recession. In the best of times, situations can be improved if one is enterprising and resourceful.

Some examples...

One student, who had just been turned down by an employer, said, "put me on for two weeks without pay, and I'll prove to you that you can afford to keep me on with pay." The student got the job!

Another employer hired a co-op student over other applicants because the student made it clear that they needed a co-op in order to fulfill a graduation requirement. The employer hired the student so as not to delay the student's education progress.

In yet another situation, a student had an uncle who was going to have his place of business remodeled. This uncle asked the contractor, as a suggestion, if he would put on his nephew for a construction co-op. It worked and the student now had a co-op.

Resourcefulness does not end with finding employment. No co-op student, regardless of the pay level involved, should simply go through the motions of the job. That student should perform well and constantly seek new information in order to become more effective. Such a student will leave that co-op open for other students.

Sometimes a student receives two or more co-op offers in one semester. In such cases, the student must inform the company they decided not to work for, in a prompt and professional manner, that an offer from another company was accepted. Then, please encourage the former company to contact the OCE to fill the vacancy. We need to help one another locate new co-ops as they become available and communication is key.

Students are encouraged to learn to use a computer (IBM, PC, MacIntosh, etc.) to assist in writing professional-looking personalized letters to employers.

One student sent out 120 personalized letters to a select group of employers in the Cleveland area. The student received 40 replies of which 32 were rejection letters, 1 neutral and 7 interviews. From the seven interviews, the student was offered 4 jobs. This can be used as a model for your co-op search, but this does not happen in all cases.

Remember, in most cases, it is going to take more than one or two letters of inquiry. The student's follow-up after the initial contact is what will lead to a co-op position. Calling, emailing and staying in touch with the employer will increase the student's chances of securing a co-op position.

### **Co-op Job Survival**

Once a co-op position is secured and the student begins the job, the student must remember that job survival is of the utmost importance. The employer expects the co-op student to conduct themselves as an employee of the organization, to follow company policies and procedures, to adapt to the organizational culture, to be a team member and to satisfactorily complete all projects in a timely manner as assigned. Each student is expected to work the regular work schedule, overtime, shift work or weekends, as determined by the employer, in the same manner as other employees of the company. Remember that the student adheres to the organization's holiday schedule during each experience, not the University's class schedule.

It should also be recognized that a good attitude toward company work assignments is sought after by employers. A good attitude includes readily accepting tasks of any size and nature, being punctual, taking an active interest and having the ability to get along with co-workers, supervisors and other company employees.

The student's co-op will offer many opportunities and challenges. The student must take the initiative to obtain the full benefit from the co-op experience. The more the student puts into their co-op experience the more they will get out of it.

### **After a Co-op Experience**

The OCE recommends that the student send a thank you letter to the employer following each of their co-op experiences. Refer to Appendix A-17 for sample letter. A sample letter can also be found on our website at this link: [http://www.bgsu.edu/colleges/technology/coop/resources/followup\\_letter.doc](http://www.bgsu.edu/colleges/technology/coop/resources/followup_letter.doc)

### **Co-op Registration**

As soon as the student accepts and secures the co-op job offer, they must complete and submit a "Cooperative Education Registration" form along with an updated resume to the OCE. The registration form can be found at [www.bgsutechcoop.org](http://www.bgsutechcoop.org)

The registration will be reviewed by the student's academic advisor, the Assistant Director of Cooperative Education and the Director of Cooperative Education for approval or denial.

Upon approval, the OCE will process the student's registration with the Office of Registration and Records. Students must submit the co-op registration form and updated resume by the registration deadline date defined by the OCE. Registration deadline dates (and all relevant co-op dates) can be found on cards in the OCE or online at this link: <http://www.bgsu.edu/colleges/technology/coop/calendar.html>

## CHAPTER V THE EXCEPTIONS

### Policy on Part-time (Parallel) Co-ops

Securing full-time co-op employment (40 hours per week) that is related to the student's academic program is the "rule". Full-time work is a context that is frequently quite different from part-time work assignments. The College of Technology believes that maximum benefit is derived from co-ops that are completed on a full-time, alternating basis. Some part-time work is so different in scope and responsibility that it does not meet the standards of a full-time co-op. Having recognized these facts/perspectives, the COT also recognizes that most part-time work is better than no work experience. The College, therefore, has developed the following policies on part-time co-ops.

#### **Part-time employment is possible only if one or more of the following circumstances apply:**

1. A reasonable effort to find full-time employment has failed.
2. The co-op employer is pre-endorsed (certified appropriate) by the OCE or the chair of the department for the academic program. These co-op employers are of known high quality and expect cooperation in the form of receiving students able to perform the technical skills needed for the position.
3. The student's advisor recommends a specific part-time experience as being in the student's best interest from a career development point of view.

Rationales include:

- Continuation of employment after the co-op is completed, leading to full-time permanent employment.
  - The student has a physical problem which makes part-time work the only option.
  - The station is of known high quality and a good match for the student.
4. Periods of economic downturn. If the economy or industry is in recession or depression, students must

still seek employment and document their efforts.

5. The OCE, chair or advisor realizes it may be the only way to get a new company involved in the program.

Of the three required co-ops, unless otherwise authorized, only one may be part-time and is recommended to be at the TECH 289 level; As in all cases, part-time co-ops must be approved by the student's advisor and the OCE. The part-time option is still an exception.

Also, for any of the above circumstances, the following conditions must be met:

- The student must have their registration & resume approved before work starts. The registration deadline date is the date of the first semester in which that student is enrolled for the part-time co-op, not the second semester.
- The student must register for this particular co-op prior to the semester when the work experience begins.
- The student must accumulate a minimum of 520 hours in no more than two consecutive semesters.

**Note:** The student must understand that they will be assigned a grade of "U" at the end of the first semester of a part-time co-op. If all conditions are satisfactorily met at the end of the second semester, the grade will be changed to "S". Also, the student's co-op report is due on the due date of the first semester in which that student is enrolled for the part-time co-op, not the second semester.

If the employer is within commuting distance of BGSU, some University course work can be done concurrently.

### Policy on Substitution for Co-op Requirements

Options do exist for students who would be prevented from undertaking a co-op in the normal manner by reason of personal disability or extreme difficulty. Such cases will be dealt with on an individual basis, by consultation with the student, the Director of Cooperative Education, the Assistant Director of Cooperative Education, the student's academic advisor and the Dean of the College of Technology.

The following conditions must be met for alternatives to co-ops to be considered for any other student:

- The student must have senior standing.
- The student must not have refused a co-op assignment for which he/she was considered qualified.
- The student must be able to demonstrate an extensive job search effort utilizing the support services of the OCE and the student's independent, individual job search activity.
- This documentation must reflect a substantial effort that has taken place over several semesters. A log of ALL "co-op finding activity" must be evident. As an example, a minimum of 50 rejection letters are required.

Assessment of student eligibility for a co-op substitution option is the responsibility of the Office of Cooperative Education. This option will be jointly approved by the Director of Cooperative Education, the Assistant Director of Cooperative Education, the student's academic advisor and the Dean of the College of Technology and will become part of the student's permanent co-op file.

The co-op substitution project consists of two parts:

- I. TECH 490: Undergraduate Independent Study - Field-Based Research Project of 1-3 semester hours under supervision of the faculty advisor in the student's academic unit.
- II. An additional 3-5 semester hours of course work,

approved by the faculty advisor, in the student's major area of study (no previous courses will be accepted).

As part of the total substitution package, the student is required to prepare a proposal that includes the following items:

#### 1. Justification for Co-op Substitution Project:

Explanation of why the student is planning on doing a co-op substitution project and documentation of co-op job search efforts.

#### 2. Objective of the Field-Based Research Project:

Statement and discussion of what the student wants to achieve, identification of the type of industry and the relationship of this research to the student's major.

**3. List of Companies to Research:** Company name, address, phone number, contact person and products/services. The student is required to do field research for a minimum of 15 companies.

**4. Action: Methods of Contact.** Explanation of how the student is planning on conducting a comprehensive research of each of the companies. As an example, if the student plans to conduct a survey, then a list of the sample questions should be attached.

#### 5. Final Field-Based Research Project Report:

Individual documentation/synthesis of the research conducted at each company followed by a comprehensive synopsis of all the student's findings.

The following is a procedure/check list that a student can follow if they are considering a co-op substitution:

- Preliminary discussion with co-op coordinator to determine eligibility.
- If eligibility is established, meet with the Director of Cooperative Education to review procedures and receive detailed information on TECH 490

and substitution packet content.

Material necessary for meeting with Director of Cooperative Education:

- Letter of intent containing:
  - rationale
  - confirmation of eligibility
- Log of activity

### **Policy on Credit-by-Examination (CBE) for Previous Work Experience**

**Please note:** Students who wish to explore Credit-by-Examination possibilities for work experience should contact an OCE staff member before the end of the first semester of their program at BGSU. Appropriate forms are available in the Office of Cooperative Education. Students pursuing the CBE option are also required to attend a co-op workshop offered each semester and submit an updated resume for approval by the OCE. Attach the resume to the Resume Review Form available in the Office of Cooperative Education. Refer to Appendix A-3 for sample form.

The primary aim of this policy and procedure is to remove the necessity for non-traditional, industrially-experienced students to repeat their work experience which has been in an area directly related to their major.

#### **Credit-by-Examination Criteria:**

1. The minimum time for work experience, unsupervised by the College of Technology, to satisfy each co-op requirement shall be one calendar year of 12 consecutive months of FULL-TIME (40 hours per week, minimum) employment.
2. Employment must be full-time and continuous over the period claimed for credit, but not with the same firm. Under NO circumstances will part-time

employment be considered for credit.

3. The work experience must be DIRECTLY related to the student's technology program (major).
4. The work experience must have occurred after high school graduation.
5. The work experience must have occurred PRIOR to the student entering the College of Technology.
6. ALL claims made relating to place, time and level of work experience must be documented by the applicant by means of written statements from the employer on company letterhead, or by other official documents as approved by the OCE.

Individuals with two or more years of full -time experience in a trade, technology or profession may be able to obtain credit for two of their three co-ops (one of their two co-ops for Associate degree holders). The case for Credit-by-Examination would be further strengthened if this person also had some initial academic qualification, e.g., an Associate or Bachelor Degree, an apprenticeship, an "in-house" training program or a military specialty, which facilitated a more comprehensive and responsible industrial business experience.

Regardless of the amount or value of previous work experience, the following requirements/restrictions apply:

- Everyone must do at least one "LIVE" co-op, regardless of the total amount of previous work experience.
- No more than 8 semester hours of CBE will be accepted or processed (4 semester hours of CBE for Associate/Bachelor degree holders).
- The CBE for co-op credit cannot be accepted if this previous work experience has been used for another credit-by-examination or equivalent academic credit option.

It is the applicant's responsibility to present a documented case for consideration. A decision cannot be made without such information accompanying the application. There is no fee for consid-

eration of an application. There is a \$80.00 processing fee for a successful application for Credit-by-Examination (no other fees will be assessed). This \$80.00 fee will appear on the student's Bursar account AFTER the student has turned in the completed CBE packet to the OCE.

The procedure for submitting the CBE consists of the following items (Aka: the CBE Application Package):

- "Application Course Credit-by-Examination - Co-op," completed and signed.
- "Letter of Documentation," must be completed on company letterhead, signed and dated by the appropriate personnel.
- "Recommendation/Evaluation," must be attached. This can be completed in one of three different ways:
  - 1) A company performance evaluation
  - 2) A company letter of reference
  - 3) Co-op office Performance Evaluation Profile (PEP) form
- Credit-by-Examination Report/Project (guidelines provided by OCE)

Once all of the required steps have been completed or satisfied, submit the "Application Package" to the Office of Cooperative Education, College of Technology.

The "CBE Application Package" must be submitted to the OCE during a semester in which the student is currently enrolled in at least two credit hours of coursework.

Applicants will be notified by mail of approval or denial. Once the application has been approved, it is the applicant's responsibility to process the application with the Office of Registration and Records. The aforementioned \$80.00 processing fee will then be added to the student's bursar account.

#### **Policy for Co-op Wage Waiver**

The OCE does not sanction unpaid co-op positions.

Students should be aware that it is in their best

interest to receive a reasonable wage for their cooperative education work experience. A student requesting to participate in a co-op experience without financial remuneration is required to do the following prior to applying for the position:

- Complete a Cooperative Education Reasonable Wage Waiver form available in the OCE.
- Meet and obtain approval from his/her academic advisor before submitting to the OCE.

#### **Policy for Military Training Activities**

The College of Technology, Office of Cooperative Education recognizes some military activities as appropriate experiences for co-op credit. The student must submit an application form for approval prior to the co-op registration deadline. Retroactive registration will not be permitted.

The student will receive a grade of satisfactory ("S") for co-op credit upon successful completion of the military activity. The student will receive a permanent grade of unsatisfactory ("U") for co-op credit upon unsuccessful completion of the military activity as evaluated by the military training unit.

The following are the approved military activities:

#### **Air Force ROTC:**

1. Field Training Camp: ONE CO-OP  
 Summer: 4 weeks  
 Summer: 6 weeks (includes two additional weeks of academic training (catch-up) for students that missed freshman and possibly sophomore Air Force ROTC coursework)

Student must have two years of course work remaining (program requires students for two years following camp to fulfill program requirements). For the traditional four year student, camp occurs before the junior year. However, if a student is a senior and plans on attending graduate school, they may attend camp during the summer prior to graduate program start date. If a student is a senior and is not planning on attending graduate school, their current academic program must be extended by two years.

2. Advanced Training Program (ATP): ONE CO-OP

Summer: approximately 7 weeks

Highly competitive ATP programs will apply towards credit for one co-op for AFROTC students who have completed Field Training. A minimum of seven weeks of education and training for Air Force officer career fields is required. The Chair of Aerospace Studies will forward proposed ATP programs of eligible students to the OCE for co-op approval. Only individual programs approved by the OCE will be eligible for co-op credit.

**Army ROTC:**

1. Advanced Camp: ONE CO-OP  
Summer: 6 weeks

Advanced Camp occurs between the student's junior and senior year.

**United States Marine Corps Officer Candidates School:**

Of the two six week classes, only one will count toward co-op credit:

1. Platoon Leaders Class (Junior): ONE CO-OP
2. Platoon Leaders Class (Senior): ONE CO-OP

The ten week class will count toward co-op credit:

1. Platoon Leaders Class (Combined):  
ONE CO-OP

The Platoon Leaders Class is a physically and mentally challenging summer program leading to a commission as a Second Lieutenant in the U.S. Marine Corps. The training is conducted only during the summer. Freshman and sophomores attend two 6 week training sessions. Juniors, seniors and graduates attend a 10 week session. All training is conducted at Officer Candidates School (OCS), Quantico, Virginia.

**Air National Guard:**

1. Basic Military Training (BMT): ONE CO-OP  
Approximately 5 weeks
2. Tech School and OJT: ONE CO-OP  
Tech School and OJT periods vary but must consist of at least 13 total weeks combination. Must be directly related to student's major.  
Example: Aircraft Maintenance for Aerotechnology.