

**Student Manual  
Cooperative Education Internship Program  
UTAH STATE UNIVERSITY**

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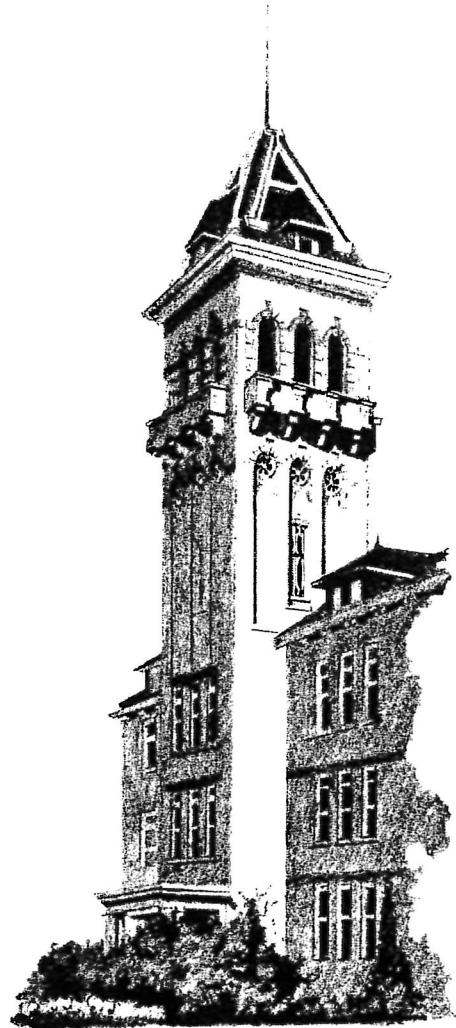
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COMPILED BY: CAREER SERVICES  
UNIVERSITY INN, ROOM 102  
UTAH STATE UNIVERSITY  
4305 OLD MAIN HILL, LOGAN, UTAH 84322-4305  
(435) 797-7777  
[www.usu.edu/career](http://www.usu.edu/career)

## **INTRODUCTION**

Participation in a cooperative education internship allows the student to combine an on-the-job career learning experience with related academic course work to complement the total educational experience, thus allowing the student to document and accumulate co-op work experience to be used upon graduation in pursuit of a career. Many cooperative education students are offered full-time employment by their employers upon graduation.

As a cooperative education student, you are responsible to a very large extent for how much you learn and to what extent you broaden your horizons. The Faculty Co-op Coordinator, employer, and immediate supervisor are all interested in your growth, but they cannot possibly know each of your needs and aspirations, nor the opportunities you need to reach your objectives.

As a participating student in the Cooperative Education Internship Program, you are required to maintain an active working relationship with your employer and the Faculty Co-op Coordinator. Your activities and progress will be supervised and evaluated by these two individuals to afford you a rewarding educational experience.

As you begin this semester, take the challenge of making each day count toward reaching your goals. This manual will help you to reach the objectives you have prepared if you use it correctly and diligently.

You will receive a grade (A,B,C,D,F or P/F) for your efforts as a cooperative education student and part of that grade is based on you making your manual a real working tool.

## **CRITERIA FOR STUDENT PARTICIPATION**

- A. Participants must satisfactorily complete a personal interview with the Faculty Co-op Coordinator and obtain his or her approval before registering for a co-op class.
- B. Participants should have a cumulative grade point average of 2.0 or better.
- C. Participants should have completed the necessary prerequisite courses and possess the skills and knowledge required for placement in an introductory co-op position.
- D. Participants must be enrolled in an academic program related to the co-op work experience and their career goals.
- E. Participants must register for the appropriate course. (See department course listing.)

## **PROGRAM**

The Cooperative Education Internship Program at Utah State University is a campus-wide program. It provides career development assistance to students in the following colleges: Agriculture; Business; Education; Engineering; Humanities, Arts & Social Sciences; Natural Resources; and Science. There are three types of Cooperative Education Internship work schedules:

- A. Parallel: Under the parallel program schedule, the student attends school and works part-time during the same academic semester. For example, the student may attend school in the morning and work in the afternoon or vice versa.
- B. Alternating: Under the alternating program schedule, the student alternates semesters of school and work. For example, the student may attend school full-time for one or two semesters, then work full-time for one or two semesters.
- C. Extended Day: Under the extended day program schedule, the student is able to work full-time during the day and attend a limited number of evening classes in a selected area.

### **Note to students leaving campus:**

If you are receiving scholarship help, grants, V.A. benefits, or any type of financial aid, you will have to coordinate with the Financial Aid Office or the Veterans Office before you begin your cooperative education/internship assignment.

Students who have housing contracts must check with the Housing Office prior to leaving campus on their work assignments.

## **COMMUNICATION**

It is the student's responsibility to inform the Faculty Co-op Coordinator and/or the University Cooperative Education Office if there is a:

- A. Change of employment status
- B. Change of employers
- C. Change in work hours
- D. Change of student enrollment status

## ***JOURNAL***

A journal kept on a daily or weekly basis is strongly suggested. This journal will aid you in compiling information for your final student report at the end of the semester. Your Faculty Co-op Coordinator may request you to submit a journal. Check with them prior to starting your internship.

## **COURSE REQUIREMENTS**

*Refer To This Often*

### **Between the First Week and the Fourth Week of the Semester:**

**First Week or Before** (If you are leaving campus, be sure to complete this step before leaving.)

1. Meet with your Faculty Co-op Coordinator to discuss the course and credits for which to register. Leave current contact information with your Faculty Co-op Coordinator.
2. Register for the correct internship course and credit hours, as discussed with your Faculty Co-op Coordinator.
3. Read and review the complete student manual. Give your employer the Employer Guide.
4. Read the learning objectives section of this manual and define several preliminary objectives. Use the practice objective sheet/form. For help in completing this step, visit, phone, or e-mail your Faculty Co-op Coordinator.

### **Third Week or Before**

5. Review your preliminary objectives with your immediate supervisor (employer).
6. Communicate with (visit, phone, or e-mail) your Faculty Co-op Coordinator to review and gain approval of your objectives.
7. Read the content outline for your final report and make notes in your journal to this content. It is highly recommended that this be done on a daily or weekly basis.
8. Complete the Cooperative Education Internship Agreement (form 1). Please provide complete information and attach a copy of the final draft of your five learning objectives to form 1. NOTE: If you are off campus, your Faculty Co-op Coordinator will sign this form upon receipt.

### **Between the Fourth Week and the Last Week of the Semester**

9. Give active attention to completing your objectives.
10. Maintain communication with your immediate supervisor (employer) and Faculty Co-op Coordinator to ensure the successful completion of your objectives.

Your Faculty Co-op Coordinator may be visiting or phoning your employer during this period of time.
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## Two Weeks Before the End of the Semester

11. Initiate a meeting with your immediate supervisor (employer) to evaluate your work performance.
  - A. Have your immediate supervisor (employer) complete the Employer Evaluation of Learning Objectives (form 2) and the Employer Evaluation of Student Performance (form 3). Your immediate supervisor (employer) may wish to put these in a sealed envelope.
  - B. Complete the Student Evaluation of Learning Objectives (form 4) by rating how well you accomplished each objective. Fill in each of the five boxes using the rating scale provided.
  - C. Complete all sections of the Student Evaluation of Work Performance (form 5). Be sure to fill in the hours worked and wages earned during the co-op internship experience.
  - D. Complete the Confidential Student Evaluation of the Co-op Education Internship Work Experience (form 6).
12. Complete your final report (refer to page 11 for content requirements) or final project and submit it with all evaluation forms to your Faculty Co-op Coordinator.

Your cooperative education evaluation and letter grade (or pass/fail) will be determined from the materials outlined above.

## FORMS

In order to provide a clear method of identifying and assessing the objectives of your Co-op Internship Experience as well as your overall work performance, there are six forms you will need to use to quantify the success of your experience.

Cooperative Education Internship Agreement (form 1) -- *Attach a copy of your final learning objectives in order to complete this agreement.*

Employer Evaluation of Learning Objectives (form 2)

Employer Evaluation of Student Performance (form 3)

Student Evaluation of Learning Objectives (form 4)

Student Evaluation of Work Performance (form 5)

Confidential Student Evaluation of the Work Experience (form 6)

## **LEARNING OBJECTIVES**

Due to the nature of the Cooperative Education Internship Program, it is necessary to project well-stated objectives to assess the extent and value of the co-op work experience.

Through the Cooperative Education Internship Program, it is expected that you will include new or expanded responsibilities or learning opportunities beyond those experienced during previous periods of employment.

To assure this, you are required to establish five specific learning objectives for the semester. A learning objective is a goal that you set for yourself to be accomplished through your work experience. It will require that you learn or make use of some new habit, skill, or information. If you are completing one major project, outline five phases of the project.

The objectives are to be discussed with your Faculty Co-op Coordinator and your immediate supervisor (employer). Progress towards meeting those objectives will be the most important determinant of your grade. Both you and your immediate supervisor (employer) will rate your progress at the end of the term. Well-defined objectives will serve as a basis for a fair and adequate evaluation and assessment of the student learning that takes place.

You must be careful to choose an objective that is within your ability to accomplish and your progress towards the objective should be readily measurable.

### **Learning objectives may be of the following types:**

- A. Routine Duties: Improve the day-to-day functions of the job or improve your performance. (Example—increase efficiency in following data entry procedures at the laboratory.)
- B. Creative Opportunities: Do things a new way or find new things to do. (Examples—make a study on installation of a new bookkeeping system or on the application of a computer to some aspect of company operation such as inventory control. Prepare a report on the study.)
- C. Problem-Solving Activities: Take apart some existing problem and find a solution. (Example—perhaps equipment is breaking down too often and you seek a solution through an improved maintenance procedure or a new piece of equipment.)
- D. New Skills/Assignments: Learn a new skill, increase your knowledge and usefulness, or begin a new assignment. (Example—you may be working as a Manager Trainee in a department store. Learning to order merchandise, to take inventory, and to create displays would be an expansion of your knowledge and skill.)
- E. Personal Improvement: Develop personal habits or social skills that allow you to be more effective in work situations. (Example—an engineering intern may want to develop networking skills by meeting with a different manager weekly to gain career advice.)

## WRITING OBJECTIVES

Objectives need to be **understandable, challenging, specific, measurable, and attainable** in the allotted time.

Each measurable learning objective must answer the following four key questions:

1. WHAT is the task to be accomplished?
2. HOW will it be accomplished?
3. HOW will it be MEASURED or EVALUATED and by WHOM?
4. WHEN will it be completed?

Avoid statements of objectives in generalities. Words to avoid:

...know	...appreciate	...believe
...understand	...enjoy	...learn

Action words that better communicate the intent of what is to be accomplished:

...write	...recite	...contrast
...select	...compare	...develop
...apply	...revise	...install
...assemble	...investigate	...create
...reduce	...design	...perform
...compose	...display	...plan
...collect	...deliver	...train

## ANOTHER APPROACH TO WRITING LEARNING OBJECTIVES

In writing learning objectives you may want to use the following 4 Step Approach:

1. Write an accurate job description of your duties. Using your description, make a list of things for which you are responsible. List special skills you must have to perform the job. What is your career goal at this time?
2. Identify parts which offer growth or learning opportunities in any or all of the 5 categories (routine, personal, new, creative or problem solving).
3. From the things listed in Step 2, outline your learning objectives. Use the 4 key elements and consult with your immediate supervisor (employer). Use the practice objective sheet on page 8.
4. Using action verbs, write your objectives in final form.

## EXAMPLES OF LEARNING OBJECTIVES

By March 15 (when) I will be able to program in XYZ (what) by attending two employee training sessions (how) and receiving a certificate of completion (evaluate).

By May 3 (when) I will develop a 95% (currently 90%) operating index that is desirable by bank standards (what) by determining and encouraging more effective staff utilization (how). My supervisor will evaluate by comparing monthly computer printouts and reporting on operating index (evaluate).

By March 23 (when) I will develop practical working skills in the operation of the XYZ System (what) by receiving instruction from my supervisor, from reading the instrucion manual, and by observing expert operators (how). I will demonstrate my skill in all operations of the XYZ System to my supervisor (evaluate).

By May 1 (when) I will devise, print, and post a safety check list (what) using O.S.H.A. guidelines, printed information in the office and consulting my supervisor (how). It will be evaluated by the supervisors in each department (evaluate) and then posted.

By April 3 (when) I will create a test fixture to run life tests on hot-gas valve fixture to test for electro-mechanicl reliability (what) by examining the present procedure and the steps involved (how). The effectiveness of the text fixture will be compared to present methods. My supervisor will evaluate the fixture through observation and testing (evaluate).

By February 23 (when) I will increase sales by 10% (what) by selling realted products, by developing increased product knowledge, and by studying various "sales" oriented manuals and books (how). I will gather sales data and present it to my supervisor for evaluation (evaluate).

## PRACTICE OBJECTIVE WORKSHEET

1.
  - a. What is the task to be completed?  
\_\_\_\_\_
  - b. How will it be accomplished?  
\_\_\_\_\_
  - c. How will it be measured/evaluated and by whom?  
\_\_\_\_\_
  - d. When will it be completed?  
\_\_\_\_\_
2.
  - a. What is the task to be completed?  
\_\_\_\_\_
  - b. How will it be accomplished?  
\_\_\_\_\_
  - c. How will it be measured/evaluated and by whom?  
\_\_\_\_\_
  - d. When will it be completed?  
\_\_\_\_\_
3.
  - a. What is the task to be completed?  
\_\_\_\_\_
  - b. How will it be accomplished?  
\_\_\_\_\_
  - c. How will it be measured/evaluated and by whom?  
\_\_\_\_\_
  - d. When will it be completed?  
\_\_\_\_\_
4.
  - a. What is the task to be completed?  
\_\_\_\_\_
  - b. How will it be accomplished?  
\_\_\_\_\_
  - c. How will it be measured/evaluated and by whom?  
\_\_\_\_\_
  - d. When will it be completed?  
\_\_\_\_\_
5.
  - a. What is the task to be completed?  
\_\_\_\_\_
  - b. How will it be accomplished?  
\_\_\_\_\_
  - c. How will it be measured/evaluated and by whom?  
\_\_\_\_\_
  - d. When will it be completed?  
\_\_\_\_\_

## **FINAL STUDENT REPORT**

A comprehensive written Student Report must be completed. This report will be evaluated by the Faculty Co-op Coordinator using the following criteria:

1. The report should be typewritten, double-spaced on standard 8 1/2- x 11-inch paper.
2. The report should be written in a manner that could be easily understood by a reader unfamiliar with the co-op assignment.
3. Use appropriate words and correct sentence structure, spelling, and paragraphing. Carelessly written reports may reflect on the student's overall evaluation by their Faculty Co-op Coordinator.
4. The use of drawings, pictures, graphs, charts, descriptions, journals, and materials to supplement the written part of the report is strongly encouraged.
5. A bibliography of individuals and publications consulted during preparation of the report should be included.
6. The following pages contain the content outline for your final report.
7. Consult your Faculty Co-op Coordinator for page-length or specific content requirements.

## **FINAL REPORT CONTENT OUTLINE**

Items to include in your final report -- see your Faculty Co-op Coordinator for the specific number of items to include in your final report.

1. Discuss each of your objectives using the following outline (attach any supporting data you wish).
  - a. List each objective and describe why you selected it.
  - b. Tell how you originally planned to complete the objective.
  - c. Tell what aspects of the plan worked.
  - d. What changes did you make from your original plan?
  - e. State the criteria considered in evaluating your objectives.
  - f. Report on how effectively you met your objectives.
  - g. How useful were the objectives selected to your own skill development?
  - h. How useful were the selected objectives to your employer?
  - i. If you were not able to begin or accomplish an objective, please state the reasons.
2. A description of the job or position held.
3. Your relationship with your supervisor and co-workers.
4. Some students find that the work environment provides as many educational benefits as the tasks they perform, if not more. Develop a statement(s) regarding the way(s) in which your work experience has been of benefit to you (be specific). These may be positive or negative.
5. Describe the relationship(s) you see between your academic major and the job you performed.
6. What strengths and weaknesses have you discovered in yourself as a result of this work experience?
7. Identify a problem area where you are working.
  - a. Define the problem clearly.
  - b. Outline all of the relevant facts surrounding the problem.
  - c. Provide suggestions for alternatives which would address this problem.
  - d. Choose your best solution, explaining the rationale for your choice.
8. Describe any projects or accomplishments in which you were involved that were not part of your objectives.

9. If you are going to continue the work assignment during the next semester, identify some specific objectives you would like to accomplish during this period.
10. Identify ways in which Utah State University can be more responsive to your individual needs (additional activities, additional courses, counseling services, etc.) Be specific.
11. Discuss a specific university course you completed and how the knowledge and skills learned in that course were applied to your job.
12. Explain ways in which classroom learning could be improved and expanded.
13. Tell about your future with the company.
14. Describe your employer's function or service. How does your particular job contribute to the total operation?
15. In what ways has this experience confirmed or modified your ideas and plans for a career?
16. How does this experience affect your attitudes toward yourself? Toward others? Toward further education or experience? How does it affect your sense of values?
17. What suggestions would you make to another co-op student considering your present type of work?
18. What suggestions do you have for faculty and co-op coordinators or for employers to improve the operation of the co-op experience?
19. In case your employer would welcome suggestions, what improvements in his or her organization and operation might you suggest?
20. Co-op students may find that the expression of their individuality comes in conflict with how they are expected to behave in the work environment. In the resolution of such conflicts, what principles of psychology, sociology, or common sense are involved?
21. A struggle for political power occurs in various types of private and public organizations as well as in government. What examples of this phenomenon have you observed in your co-op experiences?
22. What do you observe in the "work society" that relates to public concern for protecting the environment? Conserving energy? Improving economy? The welfare of individuals, groups, and society as a whole?
23. On the basis of your observations in your present job environment, how do you characterize the general attitude of employees toward work? Do you believe this represents the typical view of the work ethic in the current society?

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UNIVERSITY INN, GROUND LEVEL  
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## ***RESPONSIBILITIES OF THE EMPLOYER/SUPERVISOR***

Cooperative Education involves educators and employers in a partnership to provide a student with a combination of academic and on-the-job experience directed toward preparation for a satisfying productive career. Involvement with the employer is a vital aspect of the student's learning process, and will greatly help in not only producing a more motivated and competent employee, but will also aid the student in testing a career choice in a real working situation. The results for you could be a pre-screened and pre-trained candidate for permanent employment.

Learning through the work experience is facilitated by the identification and accomplishments of specific objectives drawn from the job situation. The employer is responsible to assist students in setting meaningful objectives, and to periodically help them evaluate their progress. This will be accomplished in a contact session with the student and with a university Faculty Co-op Coordinator if such meetings can be arranged. The basic format of these sessions is as follows:

### ***I. First Meetings Between Student and Employer***

For the first few weeks on the job, the student will identify plausible and worthwhile aspects of the job to set up as learning objectives for credit: The student will look for ways to relate his or her background to the job situation. Generally, the objectives are included in one of the following four categories:

**Creative:** Doing things a new way - finding new things to do.

**Problem solving:** Is there a specific problem in the work area to be solved with measurable results?

**Acquisition of new knowledge or skills:** Growing on the job, increasing usefulness, improving performance.

**Personal improvement:** Is there a human relations problem that needs to be worked on? Developing personal habits or social skills that will create a positive work environment.

**A.** The student will request input from and approval of work objectives by the employer. It would be very helpful to the student to be directed by the employer in considering aspects of the job that the student may have overlooked; to point out potential problems which may be studied; to discuss operational aspects, which the students may be able to work with, to benefit the company while also providing the student with excellent learning experiences.

**B.** Any changes or additions to the objectives should be made so both student and employer have a clear understanding of the objectives set.

**C.** A method of measurement should be established for each objective so evaluation methods will be understood and workable.

**D.** The student should be helped to set realistic objectives by verifying that they would: be within the student's level of authority; be accomplished; and be obtainable within the specified work period.

The student will propose these mutually approved objectives to the respective university Faculty Co-op Coordinator. Any revisions required to justify university credits for the experience will be made and a form will be completed stating the objectives.

## ***II. Second Meeting Between Student and Employer***

If arrangements can be made, the co-op coordinator will meet with the student and employer at the workplace to discuss student progress regarding the following objectives:

- A. The student will present the objectives for employer approval (minor revisions if necessary) and obtain the employer's signature.  
This evaluation will contribute to the determination of the student's grade.
- B. Employer signature indicates agreement to evaluate the objectives at the end of the work period.  
  
C. The employer should retain a copy of the objectives and is encouraged to review them with the student employee periodically.

## ***III. Final Evaluation Session***

Please follow this brief process in evaluating student performance.

- A. The employer will complete the final rating on the Employer Evaluation of Learning Objectives (form 2) to evaluate the student's accomplishment of the objectives.
- B. The employer will complete the short employer's Employer Evaluation of Student Performance (form 3) and discuss it with the student. This provides an excellent personal development opportunity for the student. Please be frank with the student in describing their effectiveness and areas in which improvement may be needed.

**Students will meet with their faculty coordinator to review their performance and submit any appropriate evaluation forms and reports.**