Greetings…I hope each of you had a good summer, with time to include a break and maybe a few days of R&R. Since Anaheim, there has been much activity and work done by the members of the Board.

Our conference committee is in full motion and doing an excellent job planning and promoting the 2006 CEIA Annual Conference and Cooperative Education Centennial Celebration. I encourage each of you to join in and help make this a special year. My many thanks to the staff at Cincinnati State, University of Cincinnati, Ohio CEIA and the other area organizations for their work to make this event a success.

The National Academy for Work Integrated Learning (NAWIL) team is working hard to set up and to host at least two workshops these coming years. Our Journal and publications are still the heart of our organization, and our Editor and Journal committee members should be commended for their work and efforts to maintain its quality.

One of my goals this year was to continue to communicate with the other associations that have interests and missions similar to CEIA. I am happy to report that for the second year in a row CEIA met in August with the leaders of the World Association for Co-operative Education (WACE), the National Commission for Cooperative Education (NCCE), Cooperative Education Division (CED), and the Accreditation Council for Cooperative Education (ACCE) to discuss issues of common interest and devise a structure that would allow us to share our resources. We plan to focus on the following five areas as a joint effort:

- Strengthen and share our resources to enhance our professional training through the National Academy for Work Integrated Learning (NAWIL) and the Journal.
- Expand our research to include these organizations and their tools.
- Develop and conduct a joint study of the state of our profession.
- Promote other co-op education organizations through our website.
- Conduct joint presentations/panels at conferences to promote each organization.

My special thanks to Tom Akins and Harold Simmons from Georgia Tech for hosting the summit.

The Board will be meeting in Cincinnati at the end of September for their fall meeting. We have lots of work still to be done. We will be busy the next several months with our nominations, awards and conference committees. Please enjoy the rest of the Newsbrief. This group has done a super job in keeping the membership up to date.

Respectfully yours,

Gary E. Steele, President
Meet the 2005-2006 CEIA Board of Directors

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2006 CEIA Annual Conference and Cooperative Education Centennial Celebration “Defining the Next Century”

April 23-25, 2006
Hilton Cincinnati Netherland Plaza
Cincinnati, OH    USA

http://www.ceiainc.org/conference
Call for papers and registration OPEN!
Don’t miss this once in a lifetime opportunity!

The Call for Papers is out!  Deadline: Oct. 15, 2005
www.ceiainc.org/conference - click on “Call for Papers”

Areas of Focus

Future / Growth:

- Defining the next decade for work-integrated learning.
- The Global Economy/Workforce, the implications for cooperative education and other models of experiential education.
- How higher education must address the social and technological forces in the new millennium.

Integration / Connections:

- Best Practices: Strategies for furthering the integration of classroom theory with professional practice.
- Strategies for closing the time-gap between classroom instruction and competencies needed in the work force.
- Academic integrity in cooperative education and internships: Are we there yet?
- Integration of theory and practice: New challenges for co-op’s second century.

Learning / Experience:

- Preparing students for the world of work in the 21st Century.
- After 100 years of cooperative education, what have we learned?
- Exemplary employer models for integrating work-integrated academic programs in their human resource development strategy.
- Learning, education theory and work-integrated learning practices: What do we really know?
CEIA recognizes achievement and excellence by annually recognizing students, educators and employers who have excelled in or made significant impact in work-integrated learning. Awards are given in areas of student achievement, research excellence, outstanding employer contribution and outstanding educator contribution.

With the exception of the Ralph W. Tyler Award, members make nominations for these awards to a nominations committee in each of the areas for which awards are given. The nominations committees select the winners in each category. In the case of the Tyler Award, a committee selects the winner from the manuscripts that have been submitted to the Journal of Cooperative Education and Internships. For the most part, awards are given each year and presented at the Awards Banquet at the annual conference. All nomination information and instructions are located at http://www.ceiainc.org/awards.

NOMINATION DEADLINE: November 15, 2005  TAKE NOTE!!!
Submit a Proposal for a CEIA Research Grant!

The Cooperative Education and Internship Association (CEIA) has established grant funds up to $5,000 to support research on cooperative education and internships. It is expected that two grants of up to $2,500 will be awarded, depending on the quality and quantity of proposals submitted. Grant requests in excess of $2,500 may be considered, again depending on quality and quantity of proposals submitted.

Priorities for funding research proposals include:
(1) research that documents the benefits and outcomes of participating in cooperative education or internships and/or
(2) the design of a research instrument that will assist with documenting these benefits and outcomes.

Applicants do not have to be members of CEIA to apply. One or more grants may be awarded.

The application deadline is March 1, 2006 and funds will be available June 1, 2006.

One-half of the grant funds will be awarded up-front and one-half awarded once the research requirements have been completed. To complete the research requirements, the researcher must submit a manuscript about the research project to the Journal of Cooperative Education and Internships or to another professional refereed journal. It is also recommended that the research be presented at a national CEIA conference.

For additional information, contact Ray Easterlin, CEIA VP for Research, easterlin@mail.utexas.edu

Go to http://www.ceiainc.org/publications to download the criteria and application.

2005 CEIA Research Award Recipients

Title: Determining Practice-Based Outcomes from Reflective Practices during Cooperative Education
Abstract: A study is proposed to determine whether a taught model of reflective practice followed by explicit journaling within a cooperative education experience can produce enhanced practice-based outcomes. The study features the launching of a new outcomes scale based upon the principles of meta-cognitive reflection on practice.
Names: Lorna Hayward, Ed.D., MPH, PT, Associate Professor, Department of Physical Therapy, Betsey Blackmer, Ed.D., PT, Associate Professor, Department of Cooperative Education, Joe Raelin, Ph.D., Asa Knowles, Chair, Center for Work and Learning, Northeastern University

Title: Connected Learning in Co-operative Education
Abstract: This qualitative research study will seek to explore the experiences of students who have attended a Canadian university cooperative education program, particularly with regards to what makes the programs meaningful to the participants. Utilizing a basic interpretive research design, male and female students who have graduated from a wide range of co-op programs will be interviewed using an open-ended interview protocol. Findings will be examined through the lens of connected-learning, a learning method that, like cooperative education, places emphasis on real-life experience. To date, connected learning is a perspective that has not been considered in light of the cooperative education context.
Names: Don Quick, Ph.D., Colorado State University, School of Education, Fort Collins, CO, Jeela Jones, Master of Education (candidate) University of Ottawa, Co-operative Education Programs Ottawa

Title: An Examination of the Utilization of Peer-to-Peer and Faculty Interaction through On-line Discussion Boards during Cooperative Education in Higher Education
Abstract: The purpose of this study is to examine and understand the experiences that the co-op student has through consistent and frequent peer-to-peer and student-with-faculty interactions during their co-op experience through asynchronous discussion boards. The purpose is also to provide a logical basis for advocating how this on-line interaction experience provides a more meaningful learning experience to the co-op experience. Since the on-line interaction of peer-to-peer and student-with-faculty is a new and experimental design of learning during the co-op experience, research is needed to better understand this method.
Name: Nancy J. Murray, University of Wisconsin-Stout
The University of Cincinnati is the global birthplace of cooperative education. On Sept. 14, 1906, 27 engineering students piloted an uncertain experiment alternating time spent at school with professional work experience. Now, 100 years and 43 countries later, generations of students worldwide have followed that lead.

In 1906, the practice of Cooperative Education was proposed by Dean of Engineering Herman Schneider.

UC's turn-of-the-19th century Board of Trustees gave co-op founder Herman Schneider a most unringing endorsement to try his co-op experiment. The wording of their consent read: "We hereby grant the right to Dean Schneider to try, for one year, this cooperative idea of education...[for] the failure of which, we will not assume responsibility." Schneider quietly delighted in it for the rest of his life. In later years, he publicly preserved the board's painfully reluctant permission on his office wall.

On Tuesday, Sept. 27, 2005, when the UC Board of Trustees meet on the eve of co-op's centennial year, the board will vote on a new resolution declaring the co-op experiment the success that it is. The experiment has more than proven itself.
Early growth

In 1909, Northeastern University in Boston is the first to follow UC in adopting what becomes known as the “Cincinnati Plan.” In the following years, New York City’s high schools, University of Detroit, University of Pittsburgh, Georgia Tech, RIT all join in.

Women, called “co-eps”, were allowed to participate in 1920. Antioch College, in 1921, was the first University to provide co-op programs in liberal arts. In 1962, Tuskegee University became the first historically black college or university to have a mandatory co-op program, and in 1967, Cincinnati State became the first two-year college with a mandatory co-op program.

Co-op is practiced by more than 1,500 universities in 43 countries. About 500 of all colleges and universities in the U.S. now have cooperative education.

Co-op Grows…

1906 - University of Cincinnati
1909 – Northeastern University, Boston
1910 – University of Pittsburgh
1911 – University of Detroit
1912 – Georgia Institute of Technology, Atlanta, and Rochester Institute of Technology, Rochester, NY
1914 – University of Akron
1915 – New York City’s high schools
1918 – Marquette University, Milwaukee
1919 – Drexel University, Philadelphia, and Massachusetts Institute of Technology
1920 – Harvard University
1921 – New York University and Antioch College, Yellow Springs, OH
1925 – University of Louisville
1926 – University of Tennessee at Knoxville
1930 – Schools in England, Germany, China and Hawaii
1932 – University of Florida
1937 – Auburn University
1939 – Northwestern University, Chicago
1946 – University of California-Berkeley
1947 – Cornell University
1948 – University of California-Los Angeles
1952 – Lehigh University, Bethlehem, PA, and the University of Georgia
1954 – Purdue University, West Lafayette, IN
1955 – Clemson University, Clemson, SC
1957 – University of Waterloo, Ontario, Canada
1959 – University of Michigan, Ann Arbor, MI
1962 – Tuskegee University, Tuskegee, AL

Join CEIA in celebrating the Centennial of Cooperative Education

2006 CEIA Annual Conference and Centennial Celebration “Defining the Next Century”

http://www.ceiainc.org/conference for registration and details

A historical video and invitation awaits!
How To Celebrate
The Cooperative Education Centennial On Your Campus...

Recognition:
- Co-op or Intern of the Year contest and Awards Banquet
- Co-op or Intern Advisor of the Year contest and Awards Banquet
- Co-op or Intern Supervisor or Employer of the Year contest and Awards Banquet
- “Cool Co-ops Contest” or some other fun contest to promote experiential education (see http://propractice.uc.edu/coolco-ops/ to see how UC is doing this)

Events:
- Co-op or Intern Office Open House—with Centennial birthday cake!
- Incorporate the Centennial into State, Regional and National Conferences

Publicity:
- Use the Centennial to create press releases to publicize your program
- Put Centennial historical information on your website or materials
- Print Centennial T-shirts for your office or as student/employer/alumni gifts or as a fundraiser
- Incorporate a centennial logo into your letterhead, e-mail template or other publications
- Get a centennial license plate!

Involvement:
- Join a state, regional or national co-op or internship organization, or get more involved in one

Send your ideas and suggestions to info@ceiainc.org for us to share in a future newsbrief or e-mail!

Be sure to join the celebration at the CEIA 2006 Annual Conference
April 23-25, 2006
Hilton Cincinnati Netherland Plaza, Cincinnati, OH    USA
http://www.ceiainc.org/conference
CEIA would like to recognize
ASEE/CED and WACE Award Winners
Congratulations to our colleagues!!!

2004/2005 Clement J. Freund Award, ASEE National Conference, June 2005
Mike Matthews, Assistant Professor and Associate Director of Cooperative Education, Mississippi State University

2004/2005 ASEE/CED Co-op Student of the Year ASEE CIEC Conference, February 2005
Micha "Moose" Adams, Civil Engineering, Mississippi State, shown with award, his parents and his co-op advisors.

Patty Bazrod, Director of Cooperative Education Haub School of Business, St. Joseph’s University
Patty, shown with her husband and sons.

2004/2005 Donald McClaren Award WACE World Conference, June 2005
Dr. Christopher Pratt, Dean, Career Education Columbia University

If you have State or Regional Award winners you would like to recognize in an upcoming newsbrief, please send a digital photo, with pertinent award and awardee information and we would be happy to include it!
Send to anita.todd@uc.edu
Current Issue Abstracts:

Issue 1: Research
Title: Investigating Online Teaching of Employability Skills: The Bridging Online Program at Simon Fraser University
Author(s): Lucio Teles Nancy Johnston  Volume: 39  Year: 2005  Page Numbers: 1 - 10
Abstract
Student co-op programs are increasingly being developed to enhance employability skills of college and university students. While most of these programs are taught face-to-face, some universities and colleges are now offering co-op programs online. This article investigates the implementation of a pilot online co-op program, the Bridging Online (BOL), at the Simon Fraser University, in Burnaby, B.C., Canada. A research methodology based on transcript analysis of participants’ messages and interviews was used to address the research questions. Participants in the pilot project found the online version to be a valuable tool to support co-op students in learning and developing employability skills, including problem defining and solving, planning and goal setting, improved interpersonal communication skills and self-assessment, and peer feedback skills.

Issue 2: Theory and Practice
Title: Public Affairs Internships: The American University Experience
Abstract
Internships are an essential part the undergraduate experience for many students of public affairs. While universities offer these public affairs internships for credit, there is a lack of literature to guide faculty members on how to teach a for-credit internship seminar. This paper develops one model of an internship seminar which can be modified and adopted in other academic settings. A case study of an undergraduate academic internship seminar taught in the School of Public Affairs at American University is presented.

Title: Selling Internships Using Lost Common Sense
Author(s): Greg Boyd  Volume: 39  Year: 2005  Page Numbers: 8 - 12
Abstract
This article chronicles both the process and subsequent research associated with rediscovering lost common sense marketing and advertising techniques used to develop a student focused industrial internship recruiting brochure. The techniques rediscovered are traced back to their origins and include the “genius” of Richard Bayan, John Caples, and David Ogilvy.

Title: Closing the “Knowing-Doing Gap” at the United Arab Emirates University
Author(s): Abdullatif AlShamsi  Volume: 39  Year: 2005  Page Numbers: 13 - 25
Abstract
This paper describes the design and implementation of a successful program of work-integrated learning at the United Arab Emirates University (UAEM). The discussion covers models being considered for adoption, defines common attributes needed for success, outlines how to ensure academic equivalency of on-the-job learning and delineates a contractual partnership with outcome assessment between the employer, the student and the university.

Proceedings
Title: WACE International Symposium on Work Integrated Learning
Description
The WACE Association conducted in collaboration with the University of Trollhätten/Uddevalla, Sweden – the WACE International Symposium on Work-Integrated Learning. The conference organizers produced a lively discussion and presentations and has resulted in a number of the papers being selected for elaboration and subsequent publication as articles for the Journal of Cooperative Education and Internship. The theme of the conference focused work-integrated learning (WIL) looking at perspectives as varied as praxis, research models, integration processes and innovation. Research models, imperatives and dissemination figured significantly in the plenary sessions, keynote speakers and research panel. Undoubtedly the emphasis of the papers was upon the richness of models available and the extensive exercising of the various models. However, it was also noted by the various keynote and plenary speakers that the wider perspectives of international economics and work-based learning models, particularly in Europe should never be overlooked or taken simplistically.