

*The Leaders in Work-integrated Learning*



## President's Newsbrief

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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.



**From left: Paul Stonely (NCCE/WACE), Peggy Harrier (CEIA), Tom Akins (ACCE), Harold Simmons (CED), Helen Oloroso (CED), Gary Steele (CEIA)**

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 Cooperative

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

### Featuring:

- New Board Members
- CEIA Awards
- Annual Conference
- Celebrate 100 Years of Co-op Education!
- Journal Abstracts

**REMINDER**

**CEIA Web & Journal Access**

Member Login:  
Your e-mail address  
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## Meet the 2005-2006 CEIA Board of Directors

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**Front:** Marjorie Apel, Gary Steele, Peggy Harrier, Dan Cayse

**Middle:** Marti Marberry, Barbara Currier Gregory, Marilyn Mayo, Sandra Lare, Karen Reimer, Carol Martin Rutgers

**Back:** Ray Easterlin, Steve Sellars, Arnold Bell, Julianne Pickering, Anita Todd, Jimmie J. Henslee, Randy Poole

**2006**  
**CEIA**  
ANNUAL CONFERENCE  
Defining the Next Century

**Defining the Next Century**

April 23-25, 2006  
2006 CEIA Annual Conference

**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](http://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.
- Work Force Development: The role/interests of government? Implications for cooperative education and internship programs.
- 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 21<sup>st</sup> 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 Annual Awards Call for Nominations

Honor your colleagues in this special co-op centennial year at our special centennial conference!

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!!!**

## The following awards are given:

- Dean Herman Schneider Award (educator)
- Charles F. Kettering Award (employer)
- Ralph W. Tyler Award (research paper)
- James W. Wilson Award (researcher)
- Cooperative Education Student Achievement Award (student)
- Two-Year College Student Achievement Award (student)
- Academic Internship Student Achievement Award (student)

## 2005 CEIA Award Winners



▲ Chrissa Hall, left, receiving the Charles F. Kettering Award from Marilyn Mayo, VP, CEIA Employer Network



Al Foderero, left, and Dan Cayse, Schneider Award Recipients ▲



▲ David Atlee, PSU, 4-Yr Co-op Achievement



◀ Melodie Grace Brown, FCC Two-Year Student Achievement

Julie M. Muthoka, University of Akron 4-Yr Internship Achievement ►



## 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](mailto: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



celebrating  
**100 years** of  
**coop**erative  
education

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.



Herman Schneider, Dean, ►  
College of Engineering, University of Cincinnati



Half of the original group of co-op students

**Cin'cin-nat'i plan** (sĭn'sĭ-năt'ĭ; locally often -năt'ă)  
*Educ.* The co-operative plan; — originally followed in Cincinnati, Ohio.  
**cin-cin'nus** (sĭn-sĭn'ŭs), *n.*; *pl.* -NI (-ī). [*L.*, a curl of hair

Co-op was so closely associated with its founding school and city that the 1934 edition of Webster's Dictionary defined co-op as the Cincinnati Plan.

## Co-op by the Numbers

**Year founded:** 1906

**Average earnings of a co-op in 1906:** 10 cents an hour

**Average earnings of a co-op today:**  
\$1,700 to \$2,500 per month

**Combined co-op earnings of students at the top five U.S. co-op schools:** In excess of \$100 million annually

**Approximate number of U.S. schools with co-op:** 500

**Approximate number of universities and colleges worldwide with co-op:** 1,500 in 43 countries (500 in the U.S.; 1,000 abroad)

**Largest co-op program in the world:**  
University of Waterloo in Ontario, Canada, with 11,500 students working for 3,500 employees

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

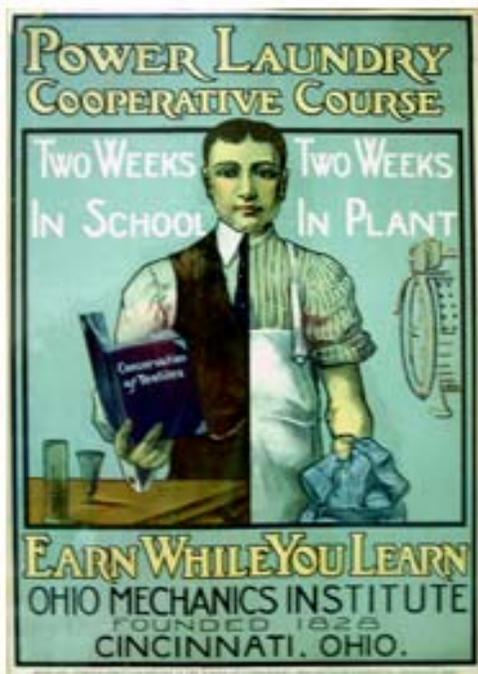
In 1909, Northeastern University in Boston is the first to follow UC in adopting what becomes known as the “Cincinnati Plan.” In the following years, New York City’s high schools, University of Detroit, University of Pittsburgh, Georgia Tech, RIT all join in.

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.



Schneider in his office



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!**

## 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

# 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:

- Start a Kappa Theta Epsilon (National Co-op Education Honor Society) Chapter - <http://www.kappa-theta-epsilon.org/>
- 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](mailto: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.



◀ **2004/2005 ASEE/CED Alva K. Borman Award  
ASEE CIEC Conference, February 2005**  
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](mailto:anita.todd@uc.edu)

# Have You Checked out the Latest Journal Articles??

Go to [www.ceiainc.org/journal](http://www.ceiainc.org/journal) to view the latest Issue, search back issues and new features of the  
**Journal of Cooperative Education and Internships**

## 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

Author(s): Suzanne Piotrowski Maureen Diehl Kim

Volume: 39 Year: 2005

Page Numbers: 1 - 7

#### 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 (UAEU). 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

Description The WACE Association conducted in collaboration with the University of Trollhättan/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.