

DAAP COOPERATIVE EDUCATION  
STUDENT HANDBOOK

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## I. How to Use this Handbook

The **DAAP Cooperative Education Program Student Handbook** covers the policies and procedures of the Cooperative Education Program as it pertains to students in the College of Design, Architecture, Art, and Planning. If you have questions about the Cooperative Education Program anytime throughout your participation, you should refer to this handbook or talk to your Cooperative Education Faculty Advisor to seek clarification.

Delineation is made between mandatory and optional programs. Mandatory co-op programs are those majors that require Cooperative Education participation to meet graduation requirements. These include several majors in the College of Design, Architecture, Art, and Planning, the College of Engineering and Applied Science, The College of Arts and Sciences, and the College of Education, Criminal Justice and Human Services. Optional co-op programs are those majors that offer a curricular option to participate in the Cooperative Education program. For an updated listing of majors which offer Cooperative Education participation as a mandatory or optional requirement, please view the Division website: <https://www.uc.edu/campus-life/careereducation/get-experience/co-op/full-time/majors.html>.

*This handbook will focus on terms and policies as they refer to the mandatory programs for DAAP.*

## II. Approval of this Handbook

Approval of this Handbook:

The Cooperative Education Student Handbook for the College of Design, Architecture, Art, and Planning was established and is maintained by the faculty of the Division of Experience-Based Learning and Career Education.

*Approved:* December 18, 2020

Changes approved: August, 2022

## III. Definition of Cooperative Education

University of Cincinnati Definition of Cooperative Education:

Cooperative Education experiences are career-oriented, transcribed, and compensated. They require academic preparation, faculty mentorship and assessment, and guided student reflection that integrates the experience to student learning goals and their academic curriculum. (Jan. 2019)

The following key terms will aid in understanding and implementation of the policies and procedures contained in this Handbook.

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## IV. Key Terms

**Academic Program:** The program in which a student is enrolled, (i.e. Industrial Design, Architecture).

**Academic Semester:** The semester(s) during which the student is enrolled and participating in academic courses on campus.

**Co-op Assignments:** The Learning Objectives, Student Project, and Student Report administered through the PAL website which are required to be completed during each co-op semester.

**Co-op Employer:** The organization or corporation employing the student for the duration of the term the student is working in a co-op position.

**Co-op Position:** The position a student is filling with an employer as a part of the Cooperative Education Program, i.e. the co-op job.

**Co-op Semester:** The semester(s) during which the student is actively working in a position (i.e. "on co-op").

**Cooperative Education (Co-op):** The academic program which alternates terms of full-time academic course work with terms of full-time work experience which is compensated, properly supervised and evaluated, and discipline-related.

**Cooperative Education Faculty Advisor:** The faculty member in the Division of Experience-Based Learning and Career Education (ELCE) who is responsible for administering the Cooperative Education Program for the student's major of study.

**Mandatory Programs:** Those academic programs for which participation in the Cooperative Education Program is a requirement for graduation. All undergraduate programs in the College of Engineering and Applied Science and those in the College of Design, Architecture, Art, and Planning require participation in co-op, as well as the Information Technology program in the College of Education, Criminal Justice, and Human Services.

**Matriculated:** Officially enrolled in an academic college and/or major.

**Non-Compliance:** A status that occurs when a student does not meet the minimum standards and benchmarks required in participation during either the co-op search process or the post-co-op reflection semester.

**Post Co-op Reflection:** A required meeting between the student and the faculty advisor following a co-op semester.

**Professional Assessment and Learning (PAL):** The online tool that is used for individual student assessment, assignment completion, and programmatic assessment. The tool is accessible via <https://webapps2.uc.edu/elce>

**Professional Standards Review Committee (PSRC):** A committee composed of faculty and student members for the purpose of reviewing all matters pertaining to program and student relations or irregularities.

**Referral process:** The process by which Cooperative Education Faculty Advisors distribute student resumes and/or portfolios (i.e. refer students) to potential co-op employers.

**The Division of Experience-Based Learning and Career Education (ELCE):** The academic unit at the University of Cincinnati which administers the Cooperative Education Program.

<https://www.uc.edu/campus-life/careereducation/get-experience/co-op.html>

**Transfer Students:** Students who enter the University of Cincinnati from another University.

**Transition Students:** Students who change majors or change colleges within the University of Cincinnati.

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## V. Introduction

### A. The Division of Experience-Based Learning and Career Education (ELCE)

#### 1. Mission of Cooperative Education

a. A portion of the mission of the Division of Experience-Based Learning and Career Education is to provide a premier global academic program of cooperative education. This pedagogic innovation had its founding at the University of Cincinnati in 1906. Through cooperative education, the professional world partners with the university to integrate theory and practice. Supporting the university's mission, cooperative education extends student learning beyond the classroom providing an enhanced educational experience which includes paid, discipline-related work experience to further student's career preparation. While students are gaining practical experience in their chosen field, they acquire an understanding of the world of work, integrate theory and practice, and have the opportunity to further develop professional and interpersonal skills.

b. We strive to carry out our mission and vision and act in accordance with these values:

- i. **Respect-** We respect each of our colleagues, students, and partners to reinforce the power of teamwork and collaboration.
- ii. **Equity and Inclusion-** We value diversity, in all forms, and embrace the perspectives and contributions of each individual. Through the lens of humanity, we cultivate a culture of belonging where everyone is welcome and valued.
- iii. **Service-** We serve each student and partner in an ethical, empathetic, and productive way.
- iv. **Innovation and Excellence-** We innovate to achieve academic excellence, provide exceptional career-based services to students, and develop collaborative relationships with partners.
- v. **Integrity-** We keep our commitments to each colleague, student, and partner. Our words and actions are governed by honesty, transparency, accountability, and trust.
- vi. **Professional Development-** We invest in the professional growth of all employees and understand its impact on our students, partners, and the University.

#### 2. Faculty

Upon acceptance into the Cooperative Education Program, students are assigned to a Cooperative Education Faculty Advisor who is responsible for specific phases of the program. Faculty in the Division of Experience-Based Learning and Career Education (ELCE) assist 5500 students each year, including 1660 in DAAP in developing, implementing and verifying their professional interests through classes and through national and international co-op positions. The Cooperative Education Faculty Advisors are responsible for all curricular communication between the Cooperative Education Program and employers participating in the program and conduct regular individual and/or small group mentoring sessions with the students. The Cooperative Education Faculty Advisor acts as a catalyst between the student and the cooperative education employer. As subject matter experts with in-depth design backgrounds, advisors assist each student in integrating practice and classroom theory and in realizing the fullest potential during a discipline-related practice assignment.

3. Professional Staff - The Division has a wide variety of professional staff to assist with student assignments, job development, and other administrative functions.

4. Bearcat Promise Studio - The Division of Experience-Based Learning and Career Education offers a Bearcat Promise Career Studio where students can participate in career planning and development. Services offered include assistance with resume and cover letter writing, mock interviews, elevator pitch practice and networking strategies  
<https://www.uc.edu/campus-life/careereducation/career-studio.html>

## 5. Location, Hours, Contact Information

- a. The Division of Experience-Based Learning and Career Education (ELCE) is located in the Steger Student Life Center. The reception desk is located on the 7th floor outside of
- b. Room 730.  
Division hours: 8:00 AM - 5:00 PM M-F (including breaks but not university holidays)  
Website: <https://www.uc.edu/campus-life/careereducation.html>
- c. Office Phone Number: 513-556-COOP (2667)
- d. For individual faculty advisor contact information please visit <https://www.uc.edu/campus-life/careereducation/get-experience/co-op/full-time/support/advisors.html>
  - i. NOTE: Some individual faculty offices are located on the 8th floor of Steger Student Life Center. The handicap accessible entrance to the 8th floor is accessed by entering the Swift building, taking the elevator to the 8th floor, and crossing over the external walkway from Swift to Steger.

## B. The Cooperative Education Program

The Cooperative Education (Co-op) Program of the University of Cincinnati is designed to provide eligible students the most comprehensive education and professional preparation available. Participating undergraduate students' alternate semesters of compensated, career-related experiences with semesters of classroom study typically starting in the sophomore year and extending into their senior year. The extension of classroom, laboratory, and studio teaching through practice in a chosen profession adds a unique dimension to student learning and preparation for entering a chosen career area.

The co-op experience related to the field of study, acquired while earning a degree, assists the student in developing an understanding of human relationships and in learning to work with others as a member of a team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one is also learning to become an integral part of the working community and developing an awareness of the interrelationship between the academic and professional worlds. Thus, during the college years, the student obtains first-hand knowledge of professional practices, expectations and opportunities. At the same time, a student is offered a realistic test of career interests and aptitudes. Work experiences make the student more valuable to employers, increase qualifications for career opportunities, and provide an excellent background for pursuit of graduate programs.

The co-op program is either mandatory, meaning the program is a degree requirement for graduation in a major, or optional, the program is an option students can take as part of their degree program in their major. Visit <https://www.uc.edu/campus-life/careereducation/get-experience/co-op/full-time/majors.html> of the degrees that require mandatory or offer optional programs. Cooperative education is three semesters in the Bachelor of Science in Architecture and the Bachelor of Fine Arts. Cooperative education is five semesters in all School of Design Bachelor's programs, the Bachelor's in Interior Design and the Bachelor's in Urban Planning.

### 1. Requirements of a Cooperative Position

2. Full-time employment
3. Compensated
4. Discipline or career-related



5. Supervised
6. Evaluated
7. Aligned with dates of the Co-op Calendar

## C. International Co-op and Experience Programs

Success in today's global workforce demands increased adaptability, cross-cultural competency, and intellectual flexibility. The Division of Experience-Based Learning and Career Education offers two international cooperative education and academic internship programs to support student development in these areas. The International Co-op and Experience Programs were developed to provide students an opportunity to apply theoretical classroom knowledge in a real-world setting, enabling them to gain a better understanding of their chosen field, in a global context.

### 1. The International Experience Program (IEP)

- a. The International Experience Programs combine comprehensive cultural immersion with work integrated learning. Students participating in the program earn academic credit for their full-time, semester-long, academic internship or co-op. (Internships and co-op experiences are unpaid.) This experiential learning opportunity provides students with a competitive advantage in the global marketplace by expanding their academic, cultural, and industrial knowledge.
- b. The Division of Experience-Based Learning and Career Education works collaboratively with the Global Career Center (GCC) to maintain program quality, offer students personalized job placement, furnished housing, and professional development, networking opportunities, cultural enrichment, recreational activities and 24-hour emergency support.
  - i. Europe: [London](#), [Berlin](#), [Seville](#)
  - ii. North America: [Toronto](#), [Vancouver](#)
  - iii. Southeast Asia: [Hong Kong](#), [Singapore](#)
  - iv. Latin America: [Santiago Chile](#),
  - v. Sub-Sahara Africa: [Cape Town](#), [Morocco](#)

### 2. The International Co-op Program (ICP)

- a. The International Co-op Program (ICP) provides exciting opportunities for UC students to learn a second language and gain international experience through an overseas co-op assignment in Germany or Japan. ICP maintains the same requirements as the standard Cooperative Education Program but incorporates a series of language and culture courses to support the international co-op positions. This experiential learning opportunity provides students with a competitive advantage in the global marketplace by incorporating intensive language course offerings while providing students the opportunity to expand their academic, cultural, and industrial knowledge.
  - i. Students complete the first three co-op semesters in the U.S., followed by two semesters of co-op abroad (usually spring and summer of the fourth year).
  - ii. In preparation for the international co-op experience, students learn the language and culture of the country in which they will be working through courses specifically designed for co-op students.
  - iii. ICP is currently offered in Germany, Japan, France, and Spain
  - iv. Please see the application link [here](#)
- b. Admission to the ICP is competitive and requires a 3.0 GPA. Students are encouraged to apply at the first opportunity, which is spring semester of the freshman year. Early application is preferable to enable students to make choices that fit ICP courses into existing curriculum requirements. Late applications (pre-junior year) will be considered only if space is available and with approval of the student's co-op faculty advisor.

## D. Experiential Explorations Program (EEP)

The Experiential Explorations Program (EEP) is designed to give students enrolled in the Cooperative Education Program the opportunity to have an educational alternative to the traditional, compensated co-op positions and to provide students and co-op faculty with additional educational employment alternatives to better prepare students to qualify for future co-op and career opportunities.

Each of the EEP alternatives requires prior notification to and approval from the Cooperative Education Faculty Advisors and in some cases the Professional Standards Review Committee (PSRC). Process details and approval forms may be obtained in the Division of Experience-Based Learning and Career Education (ELCE) Office or on the Division website: <https://www.uc.edu/campus-lif/careereducation/get-experience/co-op/options.html> It is highly recommended that students seek approval no later than the end of the third week of the semester prior to beginning the EEP. Dependent upon which EEP alternative is used; students may be required to complete the co-op assignments as typically prescribed by the Division of Experience-Based Learning and Career Education (ELCE) and the faculty advisor.

The EEP program must not:

- be used as an option more than once in a student's program unless the additional EEP experience is approved by the Professional Standards Review Committee. This does not apply for students in Fine Arts who may use the EEP option more than once without PSRC approval, yet they do need co-op advisor approval.
- allow an employer to replace a co-op student who is working in a paid position with an unpaid student
- be available to students who do not meet the admissions requirements and have not been accepted into the cooperative education program

**Co-op students may choose from the following EEP alternatives:**

- Study Abroad (requires PSRC Waiver to accept coursework for co-op)
- International Experience
- Student Teaching
- EEP

### I. Emerging Professional EEP

Students in required co-op programs will develop their professional and technical skills through the Emerging Professional EEP. The experience is designed by the student in collaboration with a faculty member in the Division of Experience-Based Learning and Career Education and completed under the guidance of a mentor/practicing professional in the student's field of study or closely related field. Students participate in a variety of upskilling and professional experiences throughout the course of one academic term. **The Emerging Professional EEP is intended to be a faculty-initiated experience for students who would benefit from additional professional developmental skills.** This experience will provide students an opportunity to cultivate professional and technical skills and apply them through project-based work, research, or part-time work in their field of study.

Requirements for the Emerging Professional EEP are indicated below:

#### **Conditions:**

1. Students are eligible to participate in the Emerging Professional EEP for their first or second co-op experience or upon recommendation of their faculty co-op advisor.
2. Hours can be accumulated through a variety of experiences throughout the semester. Experience must be a minimum of 350 (fall/spring) 300 (summer) total hours per semester and must be verified by a faculty member in the Division of Experience-Based Learning and Career Education
3. Work must include:

- a) Technical upskilling
  - b) Professional skill development
  - c) Project-based work
4. **Technical Upskilling:** Student will upskill in career relevant technical skills. Technical upskilling can include coursework on LinkedIn Learning, Coursera, edX, SkillShare, Udemy or certification courses. Credit bearing courses cannot count towards EEP hours.
  5. **Professional skill development:** Students will include cross-cutting/professional skills in the EEP plan. Cross-cutting skills include communication, critical thinking, leadership, teamwork/collaboration in diverse settings, ethical judgment, innovative approaches. Examples include informational interviews; community and campus involvement; industry-specific competitions, professional meetings, and conferences; finding mentorship; participating in multi-disciplinary collaborations including service learning.
  6. **Project-based work:** Project- based work can include competitions; personal projects; research; and/or part-time work in their field of study. Group project-based work is encouraged.
  7. Experience is structured and formalized and outlines a plan with benchmarks/deliverables and timelines for specific skill development. Student should plan their EEP in collaboration with an ELCE faculty member or faculty co-op advisor.
  8. Final deliverables/projects: Student must identify and propose final deliverables/projects that adequately demonstrates their increased proficiency with specific concepts, professional and technical skills that they plan to develop through the experience.
  9. Final EEP plans including a schedule and deliverables must be approved by a faculty member in the Division of Experience-Based Learning and Career Education before the end of the semester prior to the EEP experience.
  10. Student must keep time sheets showing both direct instruction as well as time spent on application. Time sheets will be turned into the student's co-op advisor prior to their post experience reflection.
  11. Part-time positions in the student's field of study may be substituted for project work.
  12. The experience may be paid or unpaid.
  13. Work is guided by a mentor/practicing professional in the student's field of study or closely related field. The role of the mentor/practicing professional is to assist the student through the EEP Experience, not to provide instruction
  14. Student is responsible for identifying a mentor/practicing professional. If you are having trouble identifying a mentor, please contact your co-op advisor.
  15. The student is required to meet with their mentor/practicing professional regularly: weekly or every two weeks is preferred, minimum is once a month.
  16. Mentor/practicing professional must have a minimum of one year of experience in the student's field of study and have the capacity to assess the student's EEP experience. Mentor/practicing professional cannot be a direct family member, a peer, or the student's faculty co-op advisor. Please consult with your faculty co-op advisor before asking a UC faculty member.
  17. Experience must be evaluated by a faculty member in the Division of Experience-Based Learning and Career Education.
  18. Students have until the last week of the academic semester prior to the EEP Experience to enroll in the EEP.
  19. Student may request a second semester of the Emerging Professional EEP by submitting a PSRC petition.

## II. Professional Practice EEP

(Replaces the Creative Practice EEP by opening the criteria to all co-op students)

The Professional Practice EEP allows students to substitute one semester of cooperative education work experience with a professional practice experience. The experience may include discipline-related projects, exploration of specific concepts and development of professional and technical skills. **The Professional Practice EEP is a student-initiated independent exploration that cannot be**

**completed under the structure of the traditional co-op model.** The experience will be designed by the student in collaboration with a faculty member in the Division of Experience-Based Learning and Career Education and completed under the guidance of a mentor/practicing professional in the student's field of study or closely related field.

Requirements for the Professional Practice EEP are indicated below:

**Conditions:**

1. Students are eligible to participate in the Professional Practice EEP after they complete their first and second co-op experience or upon recommendation of their faculty co-op advisor.
2. Hours can be accumulated through a variety of experiences throughout the semester. Experience must be a minimum of 350 (fall/spring) or 300 (summer) total hours per semester and must be verified by a faculty member in the Division of Experience-Based Learning and Career Education.
3. Experience must be discipline related.
4. Part-time positions in the student's field of study may be substituted for project work.
5. This experience may be paid or unpaid.
6. Students must identify the specific concepts, professional and technical skills that they will be studying and working to develop through their experience.
7. Experience is structured and formalized and outlines a plan with benchmarks/deliverables and timelines for specific skill development. Students should plan their EEP in collaboration with an ELCE faculty member or faculty co-op advisor.
8. Final deliverables/projects: Students must identify and propose final deliverables/projects that adequately demonstrates their increased proficiency with specific concepts, professional and technical skills that they have developed through the experience.
9. Final EEP plans including a schedule and deliverables must be approved by a faculty member in the Division of Experience-Based Learning and Career Education before the end of the semester prior to the EEP experience.
10. Students must keep time sheets showing both direct instruction as well as time spent on application. Time sheets will be turned into the student's co-op advisor prior to their post experience reflection.
11. Work is guided by a mentor/practicing professional in the student's field of study or closely related field. The role of the mentor/practicing professional is to assist and guide the student through the EEP Experience, not to provide instruction.
12. Students are responsible for identifying a mentor/practicing professional. If having trouble identifying a mentor, please contact your co-op advisor.
13. The student is required to meet with their mentor/practicing professional regularly: weekly or every two weeks is preferred, minimum is once a month.
14. Mentor/practicing professional must have a minimum of one year of experience in the student's field of study and have the capacity to assess the student's EEP experience. Mentor/practicing professional cannot be a direct family member, a peer, or the student's faculty co-op advisor. Please consult with your faculty co-op advisor before asking a UC faculty member.
15. Experience must be evaluated by a faculty member in the Division of Experience-Based Learning and Career Education.
16. Students have until the last week of the academic semester prior to the EEP Experience to enroll in the EEP.

### III. Entrepreneurship EEP

The Entrepreneurship EEP allows students to substitute one semester of cooperative education work experience in an entrepreneurial experience. Students interested in this option should meet with their co-op advisor 6-9 months in advance of the planned entrepreneurship EEP semester to develop a plan to ensure required prerequisites are in place prior to participating in the Entrepreneurship EEP.

A student participating in the Entrepreneurship EEP must have an idea developed and approved, moving toward production, testing and launch. If a student is developing a concept and needs to work through idea incubation, it is recommended they pursue a Professional Practice EEP.

#### **Prerequisite Coursework:**

- Completion of ENTR 5093\* (1.0-4.0 credit hours) for academic credit OR a UC sponsored incubation program or other approved incubation program

#### **During the EEP, the following conditions are required:**

1. Students are eligible to participate in the Entrepreneurship EEP upon completion of ENTR 5093 or UC sponsored incubation program or other approved incubation program prior to participating in the Entrepreneurship EEP. During planning, students should ensure that these options are available during the semester they are expecting to register. \*ENTR 5093 and other incubation programs may not be offered every semester.
2. Students must have their entrepreneurial idea pitched and approved by a faculty/staff member from the UC sponsored incubation program or other approved incubation program.
3. Experience must be a minimum of 350 hours (fall/spring) or 300 hours (summer) per semester and must be verified by a faculty member in the Division of Experience-Based Learning and Career Education.
4. Entrepreneurship experience must be career related.
5. Experience may be unpaid, but non-monetary compensation in the form of incubation resources, startup community mentorship and financial stipends may be provided.
6. Experience is structured and formalized, and outlines a launch plan that includes
  1. Specific startup activities
  2. Goals with clear milestones/timeframes for business development.
  3. Student will plan their EEP in collaboration with an ELCE faculty member or faculty co-op advisor and a faculty/staff member from the UC sponsored incubation program or other approved incubation program.
7. Final EEP plans including a schedule and deliverables must be approved by a faculty member in the Division of Experience-Based Learning and Career Education before the end of the semester prior to the EEP experience.
8. Student must keep time sheets showing both direct instruction as well as time spent on application. Time sheets will be turned into the student's co-op advisor prior to their post experience reflection.
9. Work is guided/supervised by a practicing entrepreneur-mentor in the field related to the student's discipline or a faculty member in a discipline related to the students' entrepreneurial program. The role of the entrepreneur-mentor is to assist and guide the student through the EEP experience, not to provide instruction.
10. Students are responsible for identifying an entrepreneur-mentor. **Please check with your entrepreneurial program to help you identify a mentor.**
11. The student is required to:
  1. meet with their entrepreneur-mentor regularly: weekly or every two weeks or as required by their incubation program.
    - a. Document meeting date on their time sheets.
    - b. Record a summary of the meeting and document the time and date of the meeting.
12. Experience must be assessed by a faculty member in the Division of Experience-Based Learning and Career Education.
13. Students must adhere to their faculty co-op advisor's requirements should the faculty co-op advisor determine additional requirements for program participation.

14. Students have until the last week of the academic semester prior to the EEP experience to record their participation in the Entrepreneurship EEP.

#### IV. Career-Related Travel EEP

This EEP allows students to substitute one semester of cooperative education work experience with a career-related travel experience. The following conditions are required:

1. Experience must be career-related
2. Travel duration should generally correspond to the dates of a UC co-op term.
3. Travel must be related to the student's discipline or career goals.
4. A period not exceeding three weeks of the semester may be utilized for preparation, scheduling, and other necessary administrative arrangements.
5. If a student's proposed travel is to be of less than twelve week's duration, the student should pursue a Professional Practice EEP.
6. Student must identify the specific concepts and goals, professional and technical skills that they will be developing through the travel EEP
7. Experience is structured and formalized and includes a detailed travel itinerary that must be submitted to and approved by the student's co-op faculty advisor prior to confirmation of the EEP.
  1. Itinerary must document all relevant professional practice activities occurring during the travel term, for example: tours, seminars, meetings, presentations.
  2. These must be scheduled and confirmed prior to travel term approval
8. A student traveling internationally must contact UC International Study Abroad ([global@ucmail.uc.edu](mailto:global@ucmail.uc.edu)) prior to traveling outside of the USA
  - a. Any students traveling to a country not their home country must complete a Worldwide Co-op application in UC International's Study Abroad Risk Management database: [studyabroad.uc.edu](http://studyabroad.uc.edu).
9. Final deliverables/projects: Student must identify and propose final deliverables/projects that adequately demonstrates their increased proficiency with previously identified concepts and goals professional and technical skills that they have developed through the experience. For example, e-portfolio, blog, and/or journal.
10. Final EEP plans including an itinerary and deliverables must be approved by a faculty member in the Division of Experience-Based Learning and Career Education before the end of the semester prior to the EEP experience.
11. Students must document all relevant professional practice activities occurring during the travel term to include in their final deliverables.
12. Experience must be assessed by a faculty member in the Division of Experience-Based Learning and Career Education.
13. Students have until the last week of the academic semester prior to the EEP experience to record their participation in the Career-Related Travel EEP.

#### V. Student Process for EEPs

**Students must be fully eligible for co-op to participate in an EEP. Please refer to the co-op eligibility requirements for your program.**

**Only students that actively participate as defined by the student co-op handbook and their program will be approved for an EEP.**

**Students are eligible for one EEP semester. A second EEP will require PSRC approval**

1. Notify your ELCE Faculty co-op advisor of your planned EEP.

2. Complete Division of Experience-Based Learning & Career Education EEP process as defined in your co-op search syllabi and/or Canvas course.
3. Record your EEP in PAL and Register for the COOP course in Catalyst.
4. Outline your plan with benchmarks/deliverables on form provided.
5. Submit your EEP Plan for approval by ELCE Faculty before the end of semester prior to the experience.
6. If required by EEP type, student should establish an EEP guided mentorship(s) with an industry-related professional
7. Communicate all EEP plan changes/updates that occur during semester with ELCE Faculty.
8. Meet with your mentor/practicing professional regularly as outlined in your EEP.
9. Complete the EEP, including semester progress meetings, reports, and any additional requirements.
10. Complete the required EEP student report, meet plan benchmarks/deliverables, and any additional requirements.
11. Submit time sheets and final deliverables to ELCE Faculty co-op adviser or relevant ELCE Faculty prior to your reflection meeting.
12. Meet with ELCE Faculty co-op adviser in the first two weeks of the returning semester for job change/return confirmation and to discuss the EEP experience.

#### VI. Division Faculty/Staff Process:

1. Approve the student's request to participate in the EEP plan for one co-op semester.
2. Meet with student to discuss their EEP plan.
3. Approve the student's EEP plan.
4. Approve the student's EEP request in PAL.
5. Review and approve all EEP plan changes/updates that occur during the semester with faculty member.
6. Assess the EEP and work with the student for reassignment to co-op position or job change.

### **E. Student Teaching**

Students pursuing their cooperative education certificate through Fine Arts can also obtain a Certificate in Art Education. Therefore, it is acceptable to count the required semester of student teaching required in the Art Education Minor as a semester of experiential learning (one co-op). Students are urged to plan this well in advance with the faculty co-op advisor.

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## IV. Eligibility

### A. General Application Criteria for All Programs

To complete the program application and receive continuing program services, students must meet the following criteria:

1. A student must be a full-time, matriculated student carrying a minimum of twelve (12) academic credit hours per semester and be majoring in a discipline which includes cooperative education in the curriculum.
2. A student must apply to participate in the co-op program (see Section VIII) and must become familiar with the Co-op Student Handbook for DAAP.
3. A student must be able to complete a minimum of three co-op semesters on a bachelor's level to be eligible for mandatory programs. It should be emphasized that this minimum requirement of three co-op semesters only relates to initial program eligibility. The actual number of required co-op semesters is the number available on a regular alternating basis from the time of acceptance into the Cooperative Education Program, up to and including the last scheduled co-op semester in the senior year. This is to ensure the effective curriculum contribution of the co-op assignments and to meet accreditation standards. Any decrease in number of co-op rotations required must be approved by your college along with your faculty co-op advisor and the Professional Standards Review Committee prior to the student's participation in the program.
4. A student must complete the appropriate *Introduction to Cooperative Education*, or *Professionalism and Purpose* course(s) with a passing grade of a C-.
5. A student is NOT permitted to take either *Introduction to Cooperative Education* or *Professionalism and Purpose* more than twice without successfully obtaining a C-. Should this occur, the DAAP Co-op faculty require the student schedule a meeting with the Program Coordinator for their major, their Academic Advisor, and the Co-op Faculty Advisor to discuss the student's ability to continue the program. Written permission will be required from all parties for progress to degree to continue.
6. A student must be willing to both search and accept a co-op assignment in any geographic location within the continental United States.
7. A student must be free of any academic or financial deficiencies or other restrictions that would interfere with program participation, including their ability to register for all co-op semesters prior to the start of the term.
8. If a student certifies at the time of acceptance into the Cooperative Education Program that there are no restrictions as to geographic location or section assignment (if applicable) and later insists upon imposing restrictions on the co-op position, acceptance for participation in the program shall be suspended until a time when the student can fulfill the participation requirements.

After participation in co-op is initiated, a student **must** continue alternate work and study semesters through the summer semester prior to the beginning of the senior year. If a student withdraws from their academic program, it is the responsibility of the student to alert their faculty co-op advisor of their eligibility to return to the co-op program as well.

### B. Application Criteria for International Students

Students on permanent resident status (green card), F-1 or J-1 visas, or other non-immigrant visas with an Employment Authorization Document from the Department of Homeland Security, are eligible to participate in the program. Most F-1 or J-1 visa holders must complete two semesters of classes in the US before they are eligible for participation in a co-op position.

All international students are required to complete documentation with the UC International Services following acceptance of a co-op position and prior to the beginning of each co-op semester. This will enable students to



work without jeopardizing their visa status in the United States.

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## V. Applying to the Co-op Program

All students, regardless of their participation in an optional or mandatory Cooperative Education Program must officially apply to the program. Students who apply must meet the eligibility requirements as discussed in the previous section.

### A. Process

The application to the Cooperative Education Program is available online at <https://webapps2.uc.edu/elce>. Login information and instructions are provided in the *Introduction to Cooperative Education* or *Professionalism and Purpose* courses.

### B. Deadline

For mandatory programs, applications must be submitted according to the syllabi during the semester in which students are enrolled in the *Introduction to Cooperative Education* or *Professionalism and Purpose* courses and will be processed as they are submitted.

### C. Notification

Students will be notified through their UC email when their application has been approved or denied. This communication will also inform the student of the next steps necessary to begin participation in the program.

### D. Transition, Transfer Student, or Change of Major Application Process

1. From one University of Cincinnati college to another University of Cincinnati college after applying to the Cooperative Education Program

*For example: A change in major from mechanical engineering (CEAS) to industrial design (DAAP).*

If a student is changing majors, and the new major is in a different University of Cincinnati college, the student must reapply to the Cooperative Education Program. Once accepted into the new college and major in order to continue participation in the Cooperative Education Program, the student must meet the appropriate eligibility criteria.

If the student has begun participation in the Cooperative Education Program, the student should meet with the current Cooperative Education Advisor to inform the advisor of the change and to be advised of further necessary action. A change in major will result in a change in Cooperative Education Faculty Advisor for the student. This meeting should occur as soon as the student is certain of the major change.

2. From one University of Cincinnati college to another without having previously applied or participated in the Cooperative Education Program

*For example: A change in major from psychology (A&S) to fine arts (DAAP).*

If a student is changing majors to a major which offers mandatory or optional participation in the Cooperative Education Program, and the student has not previously applied or participated in the Cooperative Education Program, the student must apply to the program. Please refer to the Eligibility and Application Process sections of this Handbook for further instruction, referencing the information

relevant to the new major or program.

3. From another educational institution

*For example: Entering the University of Cincinnati after completing credit hours at a different two or four-year institution.*

A student transferring to the University of Cincinnati into a program which offers mandatory or optional participation in the Cooperative Education Program must apply to the Cooperative Education Program. Please refer to the Eligibility and Application Process sections of this Handbook for further instruction, referencing the information relevant to the new major or program. Please see Section XII, A1 for information regarding advanced standing and PLA procedure.

4. From one major to another major in the same University of Cincinnati college

*For example: A change in major from architecture (DAAP) to urban planning (DAAP).*

If a student is changing majors and the new major is in the same University of Cincinnati college, the student does not need to reapply to the Cooperative Education Program.

If the student has begun participation in the Cooperative Education Program, the student should meet with the current Cooperative Education Advisor to inform the advisor of the change and to be advised of further necessary action. A change in major may result in a change in Cooperative Education Faculty Advisor for the student. Should this occur, the student should schedule a meeting with the new faculty advisor. This meeting should occur as soon as the student is certain of the major change.

Students who have begun participation in the Cooperative Education Program in another major and have completed (or will complete) a co-op term are eligible to use completed co-op terms to satisfy co-op requirements in the new major within the same college.

## E. Re-admission

After a withdrawal from the University, students desiring re-entry to the Cooperative Education Program must request re-admittance. Students should come to the ELCE office as early as possible after their return to campus, but no later than one semester before they will be available for placement in either section to receive instructions. For re-admittance to be considered, the student must have followed the proper withdrawal procedure, have had a satisfactory cooperative education record, met all of the eligibility requirements, and applied at the appropriate time.

## F. Prior Learning Assessment (PLA)

### 1. Prior Learning Assessment

**Prior Learning Assessment** may be granted for a co-op semester under either of the following criteria:

Co-op experience from another academic program or educational institution that has a Cooperative Education Program with similar standards. Experience must be noted on a transcript.

-OR-

Full-time work of six consecutive months or more in a career-related job and successful completion of the **Prior Learning Assessment Process**.

A student must indicate prior experience when initially applying to the Cooperative Education Program and complete the University's Prior Learning Assessment (PLA) process if they wish to receive advanced standing/credit. The PLA process should be completed after acceptance and prior to the initial job search in the Cooperative Education Program

### **1. PLA Application Requirements**

- a. Students must speak with a both their academic advisor and their co-op advisor prior to applying for PLA to ensure the PLA credits will count toward their degree. It is the students' responsibility to ensure that the credits the student receives counts toward degree requirements.
- b. After students speak with an advisor or a faculty member, students may begin the application process.
- c. Students must be currently enrolled with a declared major and in good standing (2.00 or higher cumulative grade point average).
- d. A minimum of six months of full time, industry related, consecutive employment is required for each term of co-op credit
- e. Students may request Portfolio Review only for those courses for which they are not currently registered or have not previously audited or failed.
- f. Credit received will not count toward student GPA or residency requirements.
- g. If the portfolio assessor awards a passing score, students will be awarded credit which will be posted as advanced standing on transcripts.
- h. If the student does not pass the assessment, the student will receive neither credit nor a fee refund.
- i. Students agree that all work presented is owned by the student and the student has adhered to the academic standards as defined in the UC Student Code of Conduct.

### **2. PLA Portfolio Contents**

A PLA portfolio is a document or collection of documents that shows evidence of the knowledge gained by the student. The knowledge must directly relate to the learning objectives of the course for which the student is applying. This list is **not** inclusive, but should be viewed as recommendations for a successful portfolio.

- a. Self-narrative describing knowledge gained from prior experience. This document should weave together artifacts and supporting documentation to present a logical argument learning has occurred with meets learning outcomes of the course. Reflection and relating learning to education theory is required to demonstrate how learning occurred.
- b. Professional resume and/or portfolio
- c. Letters from employers clearly stating the skills learned from job duties
- d. Certificate(s) of completion of workshops or trainings attended
- e. Certificate(s) of completion of online, non-credit courses
- f. Completed projects or work, with detailed descriptions, examples, and references (links, screen shots, demonstrations)
- g. Any documentation specified by the student's program.
- h. Students are free to use these or other documentation to provide clear evidence of their knowledge.

### **3. PLA Application Review Process**

- a. PLA administrator notifies ELCE PLA Director
- b. The PLA Director assigns an appropriate faculty assessor
- c. Faculty assessor completes the assessment by week 12 and submits findings to testing services office
- d. PLA portfolio review is available for DAAP students
- e. DAAP students may apply for up to two terms of co-op PLA credit

#### **4. PLA Cost**

- a. One to five co-op terms for PLA credit costs \$180 per portfolio review. If students' request separate portfolio reviews at different time increments, students will have to pay for additional reviews. Students also need to apply for PLA for the Intro to Co-op course (i.e. an additional \$180 cost) and/or enroll in the course.
- b. Note that for students requesting less than 5 terms of PLA credit must enroll in the appropriate Introduction to Co-op course as students will be conducting a job search at the University of Cincinnati.

#### **5. PLA Application Process**

Students must apply for PLA on the PLA website by week five of the semester to have the assessment completed in the same semester.

<https://www.uc.edu/campus-life/testing-services/prior-learning-assessment.html>

If granted, PLA would apply to the first co-op semester(s). Note that PLA is typically used by those students who transfer to UC from other institutions, who complete the PLA Portfolio Review process, and need advanced standing to meet the minimum required co-op semesters for their degree program. Details of the process should be discussed with the student's Cooperative Education Faculty Advisor during the initial meeting. *Note that PLA Credit does not necessarily reduce the time to graduation for most DAAP students.*

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## VI. Cooperative Education Courses

The Division of Experience-Based Learning and Career Education (ELCE) offers classroom-based introductory cooperative education courses, mid-curricular courses, and additional preparatory courses. These courses are taught by the faculty of the Division of Experience-Based Learning and Career Education.

### A. Introduction to Cooperative Education (PD10\*\*)

The Division of Experience-Based Learning and Career Education (ELCE) offers an academic course required for participants in the Cooperative Education Program. This course is designed to introduce students to the cooperative education learning model, build their professional portfolio (resume, cover letter, LinkedIn Profile, interviewing skills, and more) and how it is executed through the Cooperative Education Program. It will prepare students to maximize learning and assist in the development of strategies and necessary skills for effective participation in the Cooperative Education Program. This course is graded on the standard A - F scale and carries one hour of academic credit.

A grade of C- or above in this course is required to participate in PD2091 and the co-op program.

### B. Professionalism & Purpose for the Arts (PD2071)

This course is designed to prepare students to maximize learning and career-readiness through a major/career-related co-op. This course will acquaint students with employer performance expectations and assist in the development of the strategies and skills for effective participation in the employment process. While students build their professional portfolio (resume, cover letter, LinkedIn Profile, interviewing skills, and more), they will also engage in self-exploration exercises rooted in reflection to further explore their sense of purpose and to connect major, career, and self with corresponding career interests. Students will analyze and actively discuss the social and ethical dimensions of the workplace while unpacking the social construction of professionalism to better understand their relationship with and development of professionalism. Through active exploration of the culture of professionalism and the professional world that waits to meet students upon graduation, this course will assist students in closing the gap between the academic application of co-op/career-readiness concepts and their pragmatic utilization in the workplace while also revealing the purpose that is driving their professional development. Additionally, students participating in this course will have the opportunity to participate in site selection for a co-op during a future semester. This course is graded on the standard A - F scale and carries three credit hours of academic credit.

A grade of C- or above in this course is required to participate in the co-op program.

### C. Applied Professional Practice (PD2091)

This course is designed as a complement to the *Introduction to Cooperative Education* course. This course will introduce Design, Architecture, Art, and Planning (DAAP) students to their discipline/major-specific cooperative education (co-op) pathway and Professional Practice Program participation in support of their first Co-op or Experiential Learning Program placement. This course will follow the DAAP job search timeline and prepare students to understand the professional requirements of co-op students practicing in their field, the required assets for participation in the search, researching their field and discipline partners, interviewing and professional communications, offer acceptance, PAL and COOP registration, EEP Individual Plan preparation, and strategies for securing housing. Completion of this course with a C- or better is required for all enrolled students to participate in the Professional Practice Program. Course materials will address career topics specific to the discipline/major of focus for each course section; an understanding of co-op program practices and procedures; and how to assess personal strengths to shape an individualized career path.

## **D. Orientation to International Cooperative Education**

Students who are interested in participating in the International Cooperative Education Program (ICP) are required to take *Orientation to International Co-op* or *Exploring Culture, Life, and Work Abroad*. One of these courses should be taken at the beginning of a student's participation in the ICP in the sophomore year but can be taken any time before a student goes overseas. *Orientation to International Cooperative Education* focuses specifically on the ICP, while *Exploring Culture, Life, and Work Abroad* provides a more holistic overview of university work-abroad programs and preparation for these programs. Orientation to ICP is designed to introduce students to cultural differences and to the challenges and opportunities involved in living and working abroad as well as reinforce the policies and procedures of the ICP. The course helps students develop an awareness of how to adjust to new environments and creates realistic expectations about an international work experience. Information is provided about the cultures available through the ICP and will assist undecided students in choosing a language focus. Students who will work abroad through independent efforts and are not participating in the ICP are not required to take this course.

## **E. Exploring Culture, Life, and Work Abroad (PD2010)**

This course is designed to introduce students to concepts and practices necessary to successfully live and work abroad and provides students with an overview of international program options at the university. Students will examine aspects of culture, as applied to their personal culture and culture of a target country of their choice. Students will develop strategies to successfully participate in an international work-abroad experience and will examine social issues that affect cultural participation and equity. This course is open to all students at the university and can serve as a substitute for *Orientation to International Cooperative Education*, for those who choose to participate in the International Cooperative Education Program (ICP).

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## VII. Participating in the Cooperative Education Program

After successful completion of the *Introduction to Cooperative Education* course, *Professionalism & Purpose for Fine Artists*, *Applied Professional Practice* or other applicable courses, and acceptance into the Cooperative Education Program, the student will receive correspondence from the Cooperative Education Faculty Advisor instructing the student on appropriate time frames and necessary actions. Due to the varying nature of discipline-specific job markets and preferences, certain procedures used during participation in the Cooperative Education Program and the search for a cooperative education position will vary based on student major and/or advisor. However, all disciplines adhere to the same basic tenets of the job search, interviews, acceptance, and registration.

### A. Cooperative Education Calendar

The student is required to be available for employment beginning the first date of the co-op semester through the end date as prescribed by the [Cooperative Education Calendar](#).

The Division of Experience-Based Learning and Career Education (ELCE) publishes a Cooperative Education Calendar for each academic year. This calendar is available from on the Division's website and differs from the University's academic calendar. This calendar provides full-time, practically year-round coverage for employers.

Students participating in ROTC Summer Training or International Co-op Intensive Language Training should discuss these commitments with their Cooperative Education Faculty Advisor as soon as they are known.

In the instance a student is unable to fulfill the obligation to the Cooperative Education Calendar due to lay-off, termination, accident, illness, or through no fault of their own, the student should contact their Cooperative Education Faculty Advisor immediately.

### B. Search for a Cooperative Education Position

The search for a cooperative education position typically begins one semester in advance of planned employment. During the first three weeks of the search semester, the student will receive communication and instruction through individual or group meetings.

All decisions with respect to co-op positions must be made in the light of their effect on the student, the employer, and the University's program objectives. While the students' interests are paramount, sufficient resources are not available to tailor the program to meet highly specialized or narrowly defined experience preferences. Positions related to a student's long range career interests are often possible, provided those interests are consistent with the student's academic studies and such opportunities are available. The educational value of the experience available from a co-op position, not the pay rate, or location, is the controlling factor in determining the appropriateness of a student's co-op position. The Cooperative Education Faculty Advisors refers a student's credentials to potential discipline-related employment opportunities.

It is the student's responsibility to be an active participant in the job search consistently until a position is secured. This includes following the procedures and communicating clearly with your faculty co-op advisor. Should any issues arise, these should be communicated to your co-op advisor immediately.

There is no way to compel an employer to hire when there is no need for a student's services. Experience has shown that most employers are not receptive to the employment of a student with poor academic standing or one whose previous employment record is unsatisfactory. Therefore, it is important not only to maintain satisfactory academic progress but also to provide employers with acceptable job performance. If there are extenuating circumstances that prevent your return for a second term, you should notify your co-op advisor and

submit a Student Petition to the Professional Standards Review Committee.

**It is policy to complete a minimum of 2 semesters with an employer prior to requesting a change of employer.** Students must communicate with their faculty co-op advisor anytime there is a change request. Experience has shown that, in most cases, it is more advantageous for the student to try to progress within the organization of one employer than to change continually from one employer to another. Each time a student starts with a new employer, there is usually a period during which the student is being tested and the employer may be hesitant to give much responsibility. In addition, co-op positions often increase in interest and responsibility after the student has been with the same organization for several co-op semesters.

In line with general University policy, the Division is committed to assisting students who are physically challenged in gaining full benefit from their participation in the Cooperative Education Program. Every effort is made to serve all students equally in job referral activities, however, limitations in individual capabilities, needs, or performance, may limit the options for discipline-related co-op opportunities for some program participants since, ultimately, employing organizations make the hiring decisions.

## 1. Rules that Apply to the Search for a Cooperative Education Position

### a. **Geographic Preference**

Students must be willing to apply to and accept a position in any geographic location within the continental United States. (If there are extenuating circumstances it is the responsibility of the student to discuss this with the co-op advisor prior to applying to positions or to turning down a co-op position offer). If a student later attempts to impose restrictions on the co-op position location, participation in the program may be revoked until a time when the student can fulfill the participation requirements.

While students may indicate preferences as to geographic location, final decisions are based upon the actual opportunities available for discipline-related learning.

### b. **Students Contacting Employers**

Students are not permitted to directly contact employers prior to receiving permission from the Cooperative Education Faculty Advisors. A student should not approach an employer concerning employment possibilities unless prior approval has been obtained from the Cooperative Education Faculty Advisors. **Equal Opportunity**

Employers of co-op students, whose policies and practices are not found to be consistent with the institution's policy, will be advised of their need to comply if they are to continue their working relationships with the Division of Experience-Based Learning and Career Education (ELCE).

The University of Cincinnati does not discriminate based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities. See 'Standards of Professional Conduct, Notice of Non-Discrimination' section for additional information and support.

### c. **Participation & Professionalism**

Students that do not fully participate in the search process as defined by their faculty co-op advisor can be removed from the search.

Students who exhibit professionalism during their academic semesters (co-op search semesters) are **significantly** more likely to accomplish their learning goals and objective while on their co-op assignments. Therefore, it is the recommendation of the co-op faculty



that students meet benchmarks of professional behavior while on their academic/co-op search semester:

1. Students are required to maintain a record a good attendance according to the policy set forth in *all* course syllabi for their registered courses.
2. Students are required to turn in assignments on time according to the polices/due dates set forth in *all* syllabi for their registered courses.
3. Students are required to schedule and meet with their Co-op Faculty Advisor as defined in the Co-op search syllabi and/or Canvas course.
4. Students are required to turn in assignments on time for their co-op search course as outlined in the Co-op search syllabi and/or Canvas course.
5. Students are required to participate fully and professionally in the co-op search process as outlined in the DAAP Cooperative Education Student Handbook.
6. Student may not be in “Non-Compliance” (see below) as defined in section VII.B.e of the DAAP Cooperative Education Student Handbook.

#### **d. Non-Compliance**

**As previously stated, it is the student’s responsibility to be an active participant in both the job search consistently until a position is secured as well as the post co-op reflection process, timely delivery of documents and meetings. Not meeting these requirements as defined below is Non-Compliance:**

##### **1. Student responsibilities in the job search**

It is the student’s responsibility to be an active participant in the cooperative education job search and reflection process.

##### **2. Pre-Job Search Procedures**

The job search is a multi-step process and consistent participation is required until a position is secured. This includes following job search and ELCE DAAP procedures as outlined here as well as communicating clearly with your faculty co-op advisor(s).

Job search procedures are communicated in the semester syllabus provided to you by your faculty co-op advisor, and at a minimum include the following:

- A. Mandatory attendance at meetings required by your faculty co-op advisor (for example, at the beginning of the semester and end-of-the semester)
- B. Attending a post-co-op reflection meeting prior to referrals if you are engaging in the job search process
- C. Applying to the minimum number of positions to be considered active in the job search (this will be defined in your syllabus and/or PAL)
- D. Placed the required documentation in PAL prior to the semester deadline for the semester search
- E. Made job selections in PAL (if required by your faculty co-op advisor) prior to the semester deadline for the semester search

NOTE: if any of these procedures are not followed you will receive a “Non-compliance Warning” the day after referrals are sent for the semester

##### **3. Job Search Procedures:** Compliant procedures during the search process include:

- A. Actively participating in interview opportunities and providing a minimum of 24 hours to an employer if you are cancelling an interview
- B. Actively responding to direct emails and phone calls from faculty co-op advisors and employer partners. NOTE: UC email is the official form of communication.
- C. Responding verbally to acknowledge receipt of an offer from an employer

within 24 hours.

- D. Responding to an employer offer *either* within their timeframe given *or* the best practice recommendation of THREE business days - whichever comes first.
- E. Update resume and portfolio

**4. Procedures for students returning to their employer or students completing their co-op rotations:**

Reflection is a foundational component of experience-based learning and the co-op model. Students who are both “searching” and those who are returning - or have otherwise secured a position for the upcoming term outside of the start of the job search timeline - must adhere to all reflection requirements. Non-Compliance for students NOT engaged in the job “search” process is defined as the following:

- A. It is the student’s responsibility to be an active participant in the reflective process of cooperative education.
- B. This includes the timely completion of the Student Report in PAL, the scheduling of your meeting, and the completion of any additional assignments as outlined and required by your faculty co-op advisor(s).
- C. NOTE: your Student Report is due in PAL no later than the FIRST WEEK of classes for the semester when you return to campus.
- D. NOTE: you must schedule your reflection meeting with your advisor no later than the SECOND WEEK of classes for the semester when you return to campus.
- E. All return reflection meetings must be concluded by week 11 of the semester

**5. Non-compliance Warning: Students will receive a “Non-compliance” warning:**

- A. If the criteria in category “A” was not met when Round 1 Referrals were sent
- B. If a job offer was not responded to according to the criteria in category “B” bullet point three.
- C. Two “non-compliance” warnings during the job search semester will automatically result in Non-compliance and the student being withdrawn from the search for the semester in question and required to make-up the semester in question.

**6. Removal from the Search:** Two “non-compliance” warnings during the job search semester will automatically result in Non-compliance and the student being withdrawn from the search for the semester in question and required to make-up the semester in question.

- A. Students will receive notification that they are Non-compliant and being removed from the job search week 11 of the semester if they did not apply to the appropriate total number of positions in both Round 1 and Round 2 of referrals.
- B. Students will receive notification that they are Non-compliant and being removed from the job search if they fail an employer-required pre-employment drug test. Please refer to the UC Student Code of Conduct for further information as it pertains to other possible university actions: <https://www.uc.edu/campus-life/conduct/student-code-of-conduct.html>
- C. Students will receive notification that they are Non-compliant and their paperwork is being sent to PSRC (Professional Standard and Review Committee) to recommend a “Waiver with Prejudice” - a semester to make-up *if* a co-op offer was turned down and another job was not secured.
- D. Students who are ultimately found to be non-compliant during the job search

will be removed from the search. Faculty co-op advisors may determine non-compliance at any time and will communicate this to both the student and their academic advisor via email. Should this occur, the student will be required to make up the missing co-op term. This will likely delay the student's graduation.

7. **Student Appeals:** If a student disagrees with a non-compliance decision they should first have a discussion with their co-op advisor. If the student decides they would like to appeal the non-compliance decision - they can follow the PSRC procedures as defined in Section XII of this Handbook.

## C. Interviews

Employers are encouraged to contact students directly to hold interviews for open positions. The interview process is at the discretion of the employer and may include an interview(s) on-site, on-campus, or over the phone/internet. It is the student's responsibility to maintain professional decorum when communicating with employers. If questions arise during this communication, the student should contact his or her advisor.

## D. Accepting a Co-op Position

### 2. Verbal Acceptance and Notification

**The co-op position is an agreement between the student and the employer. When the student verbally accepts a co-op position, they have committed to the position and are no longer in the job search.** The student must immediately notify the faculty advisor to begin the co-op assignment and registration process. Upon this commitment, students must respectfully decline any additional interviews or offers.

### 3. Dates and Duration

**Students are required to work the dates of University Co-op Calendar.**

This calendar dictates the official start and end dates for the semester. Any proposed deviation should be addressed with the faculty advisor prior to approaching the employer. The calendar is available at <https://www.uc.edu/campus-life/careereducation/employers/hire-student/dates.html>

### 4. Compensation

**The employer determines the rate of pay and the student is directly compensated by the employer for work performed.**

One of the tenants of the Cooperative Education Program is a compensated experience. While positions are compensated, the primary consideration in the Cooperative Education Program is the learning and experience a student receives from the opportunity an employer affords. Compensation is set by the employer, and it is inappropriate for students to negotiate salary. Variances in pay rates exist among students and positions for numerous reasons such as student ability, tenure with firm, geographic location, employer pay scales, discipline types, and economic conditions. When considering a co-op offer, students should take into consideration that the main benefit in participating in any co-op position is to increase learning and experience in a student's field of study. Monetary compensation is a secondary benefit.

When considering compensation, students are encouraged to accept positions where they are paid as W-2 employees. Independent contracting (1099 contractors) is not permitted. It follows a different contractual and employment relationship between employer and employee. For example, a W-2 employee receives a paycheck with all applicable taxes take out by the employer, while 1099 contractors are responsible for paying these taxes on their wages independently. Please see Section XI E for more information regarding co-op and independent contracting.

## E. Relocation

Transportation, relocation, and housing are the responsibility of the student, not the University, or employer, and must be handled in such a way as not to interfere with starting and completing a co-op position. Please refer to the DAAP Tribunal website: [www.uccoop.com](http://www.uccoop.com) for information on housing, cities, and a co-op housing survey you can take at the end of each semester to help compile relocation information. Additionally, please join the “Students Near Me” page on your PAL dashboard as you are searching for co-op housing and when you are on assignment. This PAL feature will permit you to search for students who are currently located in the city where you will be heading out to co-op (to contact for housing help) and then to create a search for the semester while you are on co-op to find connections while you are in that city!

## F. Registering for Co-op

Cooperative Education is a full-time academic program at the University of Cincinnati. To maintain full-time student status, a student must be registered with the University for each co-op semester prior to or at the start of the academic semester. If a student participates in an approved co-op position working two consecutive semesters, the student must register for EACH semester. (Note: working two semesters is not an option in all academic programs and is only permissible per the approved schedules permitting this combination.) Students may not work in a co-op position for three consecutive semesters. Failure to register in the appropriate time frame can result in serious problems with student loans, health insurance coverage, or visa status.

The following steps should be completed to register for a co-op semester:

1. A student should register for co-op when their early registration appointment opens prior to their intended cooperative co-op semester as this will a) indicate their intention to be “seeking” a co-op or EEP position to both their Academic Advisor and Co-op Faculty and b) secures their full-time status for the upcoming semester. This COOP course is a zero-credit hour, full-time course and corresponds to the students’ major, semester sequence of co-op, and program major.
2. Registration adheres to the University’s Open Enrollment schedule and closes on the fifteenth day of the co-op semester. Students who have secured a position but not registered within this window will be charged a late registration fee by the University. If an approved delay of the starting date for the co-op semester has been granted, the student **MUST** still register before the specified deadline.
3. A Co-op Fee will be assessed to the student’s University account. It is the student’s responsibility to adhere to the University payment schedule to avoid late fees.
4. After securing a position, the student must notify their Cooperative Education Faculty Advisor and follow steps as indicated by the advisor or in their syllabus.
5. Online co-op assignment can then be completed in the PAL website: <https://webapps2.uc.edu/elce> by selecting the “I’ve accepted a position” button. During completion of the online co-op assignment, students are asked to submit salary and supervisor contact information. If some information cannot be obtained prior to placement process, the assignment can still be completed with this information omitted. Information should be updated using “Update Supervisory/Salary” in PAL no later than the first week of the co-op term. The supervisor information and wage **must** be entered to gain access to the Student Report.
6. The student will then receive a formal confirmation letter via email (a copy is also sent to the employer).

## G. Considerations During the Co-op Semester

This section is meant to make students aware of the ramifications co-op may have on other student-relevant issues. Students are advised to contact the appropriate entities who have authority on these issues.

### 5. International Students

- a. Students on an F-1 or J-1 visa, to work, must receive formal authorization from UC International Services, prior to each co-op semester.

- b. The procedural form issued by the Immigration and Naturalization Service of the United States Department of Justice states that "Students enrolled in a college or university having alternate work-study courses as a part of its regular prescribed curriculum may participate in such courses, without change of status, provided that such periods of actual employment shall be considered as practical training."
- c. UC International Services has provided the Division of Experience-Based Learning and Career Education (ELCE) with the following requirements that must be met each co-op semester to be eligible to work in the United States. Failure to adhere to these requirements will jeopardize student eligibility. Any employment not authorized in writing by UC International Services is illegal employment and a violation of F-1/J-1 student status.
- d. After securing a co-op position, international students MUST have the employment authorized by UC International Services prior to working. In order to obtain the proper authorization to work, students must [submit a Curricular Practical Training eForm in the iBearcatsGlobal system at https://ibearcatsglobal.uc.edu](https://ibearcatsglobal.uc.edu).
- e. The Curricular Practical Training form will require certification from your co-op advisor so make sure you have their correct email address. These requests take 5 business days to process so make sure you plan. Let your co-op advisor know when you have submitted the request so they can confirm the co-op assignment with UC International Services.

## 6. Housing

- f. Students living in University of Cincinnati managed on-campus housing should review the terms and conditions of their housing contract for the procedure to be released from their housing and/or meal-plan contract due to co-op participation.

## 7. Verification of Full-Time Status

- g. Cooperative Education is a full-time academic program at the University of Cincinnati. During co-op semesters, properly registered students maintain full-time student status. This status can be verified for student loan and health insurance purposes through the [Office of the Registrar](#).

## 8. State Residency

- h. Students working in a co-op position outside of their home states have occasionally had problems with authorities who have required them to register their cars locally even though resident status was only temporary due to co-op participation. As a response to this need, cooperative education professional societies met with appropriate Motor Vehicle personnel to resolve this problem. A copy of this resolution can be found in Appendix I. The student is responsible for all matters regarding state residency.

## 9. Health Insurance

- i. The University of Cincinnati Board of Trustees requires all students who are registered as full-time students to be covered by health insurance, this includes students working in a co-op position.
- j. Students must be properly registered for the co-op semester to maintain full-time student status and thus eligibility for University Student Health Insurance.
- k. Students receiving a Waiver through the PSRC are not registered and are not eligible for university health insurance.
- l. The Division of Experience-Based Learning and Career Education (ELCE) is not involved in health insurance practices or policies and, therefore, will not assume responsibility for any health insurance charges for any reason.
- m. Any questions related to health insurance should be directed to the [Student Health Insurance Office](#) at (513) 556-6868.

## 10. Financial Aid

- n. Review information on the [Financial Aid website](#) in order to understand and maximize student aid. It is important for students who rely on financial aid to fund their education to understand how financial aid may be handled or affected by co-op participation. Most aid is typically applied to academic semesters. Some aid may be applied to a co-op semester; however, it is dependent on the type of aid received. It is important to know the aid eligibility and required adjustments so students can plan for full academic year expenses. After accepting aid online and reporting planned co-op rotation, if the co-op rotation changes, students should work with [One Stop](#) (onestop@uc.edu or 513-556-1000) to adjust for changes.
- o. Make sure co-op registration is complete prior to the beginning of a co-op semester to ensure proper crediting of your aid. Failure to register for a co-op semester can cause a loss of financial aid eligibility.
- p. The Division of Experience-Based Learning and Career Education (ELCE) is not involved in financial aid practices or policies and, therefore, will not assume responsibility for student issues with financial aid.

## 11. Scholarships

- q. Students in the Cooperative Education Program are eligible to receive all university scholarships. There are differences in scholarships, so it is important to understand how your scholarship works. Visit the [UC Financial Aid website](#) for more information. Scholarship money is typically applied to academic semesters; however, it may vary depending on the scholarship. Contact [One Stop](#) or your sponsoring organization with questions: onestop@uc.edu or 513-556-1000
- r. The Division of Experience-Based Learning and Career Education (ELCE) is not involved in scholarship practices or policies and, therefore, and will not assume responsibility for scholarship issues.

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## VIII. Cooperative Education Policies

It is expected that all students participating in the Cooperative Education Program adhere to the University's Policies for the Cooperative Education Program. If extenuating circumstances prevent a student from following the specified policies, the situation should be discussed immediately with the Cooperative Education Faculty Advisors. In such situations, policy exceptions may be granted by the faculty advisor or the Professional Standards Review Committee (PSRC), as deemed appropriate. Failure to abide by the policies of the Cooperative Education Program will result in the student being referred to PSRC for action.

### A. Cooperative Education Calendar

The student is required to be available for employment beginning the first date of the co-op semester through the end date as prescribed by the Cooperative Education Calendar. Any exceptions must have the prior approval of the student's Cooperative Education Faculty Advisor.

#### 1. Absence Due to Illness

- a. If, due to illness or serious personal circumstances, a student cannot report for work on a scheduled workday, the employer should be advised as soon as possible. The Cooperative Education Faculty Advisors must also be advised if it seems likely that the absence will extend beyond one week.
- b. Should an absence exceed three weeks of the co-op semester, the student must immediately contact their Cooperative Education Faculty Advisors to determine if it will be possible to meet the Learning Outcomes for the semester. The student must complete and return the "Student Petition for Waiver or Exception" including on the form a detailed explanation of the reason for and dates of the absence.

#### 2. Absence for Personal Reasons

- a. The student should not ask the employer for time off from work for any reason, academic, social, or other, without first obtaining the consent of their Cooperative Education Faculty Advisor. The student observes only company holidays, not University holidays or vacations, during the co-op semester.

### B. Standards of Professional Conduct

While on the work assignment, the student is an employee of the company or agency and is under the supervision of that organization in the performance of duties. Each student is expected to meet all the requirements of professionalism inherent in the employing organization.

#### 12. Notice of Non-Discrimination / Title IX

The University of Cincinnati is committed to creating and maintaining an environment in which individuals may work, live, learn, and thrive in a harassment-free environment.

The University of Cincinnati does not discriminate based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The university responds promptly and effectively to allegations of discrimination, harassment, and

retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members and visitors full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines.

**Report discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression to:**

Title IX Office  
3115 Edwards I  
45 Corry Blvd.  
Cincinnati, OH 45221-0158  
Phone: (513) 556-3349  
Email: [titleix@uc.edu](mailto:titleix@uc.edu)

**Report discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status to:**

Office of Equal Opportunity & Access  
5150 Edwards I  
45 W. Corry Blvd.  
Cincinnati, OH 45221-0214  
Phone: (513) 556-5503  
Email: [oeohelp@uc.edu](mailto:oeohelp@uc.edu)

### 13. Mental Health Services

Counseling Services, Clifton Campus

Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

### 14. Campus Resources available to you during your Co-op placement

Even while you are off campus, your co-op/internship advisor is still available and wants to hear from you during your co-op, internship, or experiential learning placement. Your advisor/instructor contact information is available to you in Catalyst (co-op advisors) OR Blackboard/your course syllabus (internship advisor). If you have any questions or concerns, please do not hesitate to reach out, as they are a resource to you before, during and after your experiential learning placement.

While on co-op, you are still considered a full-time UC student and have access to the below resources



and services:

- [Accessibility Resources](#)

Contact for academic accommodations or specialized services. Phone: 513-556-6823

- [Campus Recreation Center](#)

Note: Access to the Campus Recreation Center while on co-op/internship requires a membership fee that is the same cost as the semester student fee for students. While on co-op you are not automatically charged all student fees as you are when taking a full semester of classes. Phone: 513-556-0604

- [Counseling and Psychological Services](#) (CAPS)

To speak with a counselor 24/7, call (513) 556-0648 and press 1

CAPS can recommend face-to-face counseling in your local area (if outside Cincinnati)

- [Student Affairs and Services](#)

Student Affairs includes, for example, the African American Cultural and Resource Center (AACRC), Ethnic Programs and Services, LGBTQ Center, Women's Center, Student Activities and Leadership Development (SALD), and Student Wellness Center.

Explore and engage in a variety of co-curricular activities

Access resources that fit your needs and schedule

- [Title IX/Sexual Harassment/Misconduct](#)

If you experience any kind of harassment or unfair treatment on the basis of race, color, religion, religious creed, gender, gender identity and expression, sexual orientation, age, pregnancy/parenting status, national origin, ancestry, genetics, disability or veteran status while employed, contact your Cooperative Education Faculty Advisor or the [Title IX office](#) immediately. Even while you are not on campus, and as an employee in the workplace, you possess the same rights as an on-campus student.

Note: If you desire a higher level of confidentiality than talking with faculty or staff members on campus who are mandatory reporters (including Cooperative Education Faculty Advisors), there are confidential resources at UC, including professional counselors at CAPS and Women Helping Women Campus Advocates at the UC Women's Center.

- [International Services](#)

Contact for cultural, work authorization and immigration services support. International students leaving the country must contact International Services in advance of their trip to update their I-20. International students preparing to participate in any curriculum-based work experience (co-op, internship, service learning, etc.) must submit and receive approval for their Work Authorization Request in iBearsGlobal prior to their first day of employment. Phone: 513-556-4278

- [University Health Services](#)

All UC students can receive medical attention regardless of insurance status. All registered students may be seen at University Health Services. In the case of medical assistance, your insurance will be charged, and the associated deductible and co-pays will apply. If you have UC's student health insurance, the visit will be covered 100% without a co-pay. If you do not have any insurance, you will be considered "self-pay" and can be seen for \$85 (as of May 2018) at the time of service. Phone: 513-556-2564

Note: UC's student health insurance can be used anywhere in the US, so students on co-op outside of Cincinnati can continue to use it. You will be charged deductibles and co-pays for care, as with any outside insurance. If you are close enough to come to UHS for medical attention, you will not have to pay these associated costs.

- [Veterans Programs and Services](#)

Connect with a variety of on-campus, local and national resources. For veterans navigating tuition costs and the GI Bill, VPS is a great resource as well. Phone: 513-556-6811

## C. Work Tenure

The student is required to work with the same employer a minimum of two co-op semesters in the majority of DAAP majors. Experience has shown that the first semester in a co-op position with a company involves a high level of training and acclimation, and it is after this first semester that students are able to function at a higher level and contribute in the position. If there are extenuating circumstances that prevent your return for a second term, and you are in a major where returning is the expected process, you should notify your co-op advisor and submit a Student Petition to the Professional Standards Review Committee.

## D. Change of Employer

If a student has fulfilled the required work tenure with a co-op employer, a student may seek approval to pursue a change in employer. Additionally, situations may arise in which the student, involuntarily, has a need to change employers. In these situations, the following policies apply:

### 15. Voluntary Change

- a. If a student has completed two co-op semesters with a single employer and desires or has a need to change employers, the student must complete and submit a "Change of Employer" form in PAL by the second week of the preceding academic semester in which the change is sought. This request must be approved prior to a student participating in job search activities. Prior to making decisions regarding changes in employment status, a student should contact the cooperative education faculty advisor.
  - i. *Example: A student wishing to change employers for the upcoming Spring Semester must turn in the completed form by the end second week of the Fall Semester.*
- b. Changes in assignment are permitted but are not granted solely on a basis of student financial gains, personal commitments or assumed responsibilities. The reasons for desiring a change must be set forth in detail. A student **must not** initiate a discussion with an employer concerning the desire to change employers without the prior approval of the Cooperative Education Faculty Advisor.

### 16. Involuntary Change

- c. If a student is unable to return to the previous employer, a "Change of Employer" request must be completed and submitted in PAL as the situation is known, but no later than, the end of the second week of the academic semester preceding the co-op semester in which a new position is needed.
  - i. *Example: A student needing a new position for the upcoming spring semester must turn in the completed form by the end of the second week of the fall semester.*
- d. Events could include, but are not limited to, layoffs, position or budget cuts, or employer reorganization.

## E. Classes During the Co-op Semester

A student is not permitted to take any academic courses that would conflict with the regularly established work hours as determined by the employer. While students may elect to take courses outside of regular work hours during the co-op semester, they must follow all rules, regulations and procedures in doing so as required by their college.

## **F. Independent Contracting**

The Division of Experience-Based Learning and Career Education (ELCE) does not consider it appropriate for employers to engage the services of students as consultants or independent contractors, when such an arrangement involves the student's official co-op participation.

Students are advised not to accept co-op positions under these conditions.

Should a student on his or her own choose to accept such a position, then that decision is solely that of the student, and the University of Cincinnati will not be party to the agreement between the student and the employer. The Division takes this position since students in the Cooperative Education Program are in a learning status, are considered as regular employees of the organization where they work, are assigned duties and are supervised by the employer, and the work performed is for the benefit of the employer. There are also serious questions about the legality of employers classifying co-op students as consultants or independent contractors under the Internal Revenue Code.

Beyond the basic legal questions, there are concerns about the possible lack of student awareness about the status of their protection under workman's compensation, payroll deductions for taxes and social security, and possible penalties should students fail to pay self-employment taxes. There are also other related issues that could have an adverse impact on the wellbeing of a student.

## **G. Unemployment Compensation**

Students may not apply for unemployment compensation based upon periods of Cooperative Education employment.

It is not ethical for a participating student to request or receive unemployment compensation based upon periods of Cooperative Education employment. Such application on the part of a Cooperative Education student is in violation of most state laws, including Ohio, and would be a breach of the good faith understanding between the student and the Cooperative Education employer. Any student who makes an inappropriate application for unemployment compensation will be subject to immediate suspension from the Cooperative Education Program.

## **H. Suspension or Withdrawal**

Participation in the Cooperative Education Program is affected by academic suspension or withdrawal from an academic program. Students under suspension are restricted from making forward progress in their academic program.

### **17. Academic Suspension**

- a. In the event a student is suspended from his or her academic program or college, he or she should contact his or her Cooperative Education Faculty Advisor. Should the suspension occur during a co-op semester, the student should not resign from the co-op position. He or she should contact the Cooperative Education Faculty Advisor. If this procedure is not followed, the student will not be permitted to re-enter the Cooperative Education Program at the conclusion of the suspension.

### **18. Cooperative Education Suspension**

- b. The Professional Standards Review Committee (PSRC) can issue a cooperative education suspension to a student for failing to comply with Cooperative Education Program policies which includes unprofessional conduct while employed in a co-op position. Note: If a student receives more than one Non-Compliance warning, this will result in a probation with potential recommendation for suspension from the PSRC committee. This sanction typically results in academic suspension.

### **19. Official Withdrawal from the Cooperative Education Program**

- c. If a student transfers out of an academic degree program after acceptance to and/or participation in the Cooperative Education Program, the student must notify the Cooperative Education Faculty Advisor of their withdrawal.
- d. If the student is transitioning into a different degree program at the University of Cincinnati which offers cooperative education, the student should follow the Transition/Transfer Student Application Process as describe in an earlier section.

## 20. Unofficial Withdrawal from the Cooperative Education Program

- e. If, after initiating the job search process, or holding a co-op position, a student elects to discontinue the job search and/or active participation, the student is considered withdrawn from the program and may face academic sanctions as determined their faculty advisor, college, and the Professional Standards Review Committee.
- f. Once a student's resume is distributed to employers, they are considered actively participating in the program. In disciplines where co-op is optional, once a student completes a co-op semester, then the number of co-op semesters agreed to in the degree plan becomes an integral part of the student's academic program. In disciplines where co-op is mandatory, unofficial withdrawal from the Cooperative Education Program can jeopardize academic standing.

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## **IX. Military Obligations**

Any student who is a member of, or who contemplates becoming a member of a military organization, including ROTC, should contact their Cooperative Education Faculty Advisor immediately.

The student should plan to meet with the co-op faculty advisor to discuss military commitments in relation to participation in the Cooperative Education Program. It is the student's responsibility to understand the commitment requirements of both the military and Cooperative Education Program. Please see the following section detailing military obligations within the Cooperative Education Program.

### **A. Selective Service**

Students participating in the Cooperative Education Program are classified as full-time students of the University of Cincinnati, so long as they are registered for each semester, including the co-op semester. See Verification of Full-time Status.

### **B. Non-ROTC Military Training**

Students who are considering non-ROTC military training (Reserves, National Guard, etc.) should consult their Cooperative Education Faculty Advisor immediately to determine how this will affect Cooperative Education participation.

### **C. Reserve Officers Training Corps (ROTC)**

In keeping with University policy, students in the Cooperative Education Program are accommodated when participating in ROTC programs. Both the Army and the Air Force offer a five-year, full-time program for students in the Cooperative Education Program. Students should meet with the appropriate personnel in the ROTC program to determine the best schedule to meet requirements for the academic major, co-op, and ROTC. Both services offer Advanced or Two-year Programs for qualified students.

### **D. Student Responsibilities**

Students enrolled in an ROTC program must contact their Cooperative Education Faculty Advisor at the start of their sophomore year or upon enrollment in the Program to make the appropriate arrangements for the summer field training semester (a minimum of one semester advance notice is essential).

The student should submit a Student Petition Form for consideration by the Professional Standards Review Committee (PSRC). This form is available on the ELCE website. Approval of this petition by the PSRC permits the student an exception to the requirement of an uninterrupted sequence of co-op semesters and a deviation from the Cooperative Education Calendar. However, by exercising this option, the student forfeits recognition of a completed co-op semester for that summer semester. If students meet all the other cooperative education requirements of their major, this exception will not affect certification in the Cooperative Education Program. If a student can participate in the summer field training and still complete fourteen weeks in a co-op position, a petition is not necessary.

If necessary, Field Training does not occur during the student's final co-op semester, the student's Cooperative Education Faculty Advisor will attempt to arrange a leave of absence with the student's employer for the period of summer training. When job continuity is interrupted in this manner, it may not be possible for the student to be employed at the same position, by the same employer, or in the same industry in the next co-op semester.

## **X. Cooperative Education Semester Requirements**

There are five requirements to be completed during each co-op semester. These requirements include registering for the semester, completing co-op assignments, performing work evaluated as satisfactory or better, working the prescribed calendar dates, and completing a post co-op reflection.

If a student works consecutive semesters, they are required to complete all requirements for each co-op semester. This includes registration for each co-op semester during the appropriate registration window and completing the student report for each co-op semester.

### **A. Registration**

Registration for the co-op semester is to be completed by the student according to the registration process detailed in an earlier section of this document.

Should a student have a Registration or Financial Block on their University account, it is the student's individual responsibility to rectify the issue through proper channels within the College and/or One Stop. Once the Block has been lifted, the student is responsible to complete the co-op registration.

Failure to properly register for a co-op semester can result in loss of full-time student status, health insurance, financial aid, and scholarship distribution in addition to the co-op semester not fulfilling the student's graduation requirements.

### **B. Assignments**

Reflection is a critical component of learning through cooperative education. Throughout participation in the Cooperative Education Program, tools and assignments are provided to facilitate reflection and learning. These assignments are accessible through the Professional Assessment and Learning (PAL) website.

Assignments must be completed by the last day of the co-op work semester and submitted through the PAL website.

Failure to submit student assignments and meet with the Cooperative Education Faculty Advisor will result in an incomplete "I" or "U/P" grade for the semester or semesters. Grades given by the Division of Experience-Based Learning and Career Education (ELCE) for academic courses are a part of the official University grading system. All grades given by the Division are recorded on the official grade report issued by the Office of the Registrar.

The Student Report is the primary assignment for each full-time co-op semester. This one document encompasses goal setting, mid-term evaluation, and self-reflection. The Student Report is substantial, and students should allow ample time for completion.

#### **1. Student Report-Part 1**

To start the co-op semester, students are to schedule a meeting with a supervisor to set expectations and goals. In each semester, the student is to establish two goals and strategies to meet these goals, in collaboration with a supervisor. Additional goals are pre-established by the co-op faculty, and students work in collaboration with a supervisor to develop a strategy to meet these goals as well. Student learning objectives support the cooperative education experience and assist both employer and student in achieving a positive and productive co-op semester. Learning objectives, or goals, along with a plan to meet the objectives, should be established during the first three weeks of the co-op semester.

At the mid-point and conclusion of the co-op semester, learning objectives are reviewed by the student and supervisor.

## 2. Student Report-Part 2

At the mid-point of the semester, students again are required to meet with a supervisor to discuss progress in the role as well as progress toward established goals. During the co-op semester, students increase their understanding of a particular topic as an exercise in self-directed learning. While the topic of the student project should be viewed during the mid-point of the co-op semester, the student should complete the project during the final two weeks of the semester utilizing knowledge and experience recently gained.

## 3. Student Report-Part 3

The final, most lengthy component of the assignment is a self-assessment completed by the student to reflect upon professional, technical, and personal skills and learning. Reports prepared while still on the job are more comprehensive and thus of greater value to both the student and the Cooperative Education Faculty Advisor than those prepared hurriedly and from memory later. The Student Report should be completed in its entirety during the final two weeks of the co-op semester.

## C. Employer Report

All students are evaluated by their supervisor each co-op semester using the Employer Report administered online through PAL. It is also acceptable for an employer to complete and upload a company-specific evaluation form. This report is viewed as a performance evaluation and the student's Cooperative Education Faculty Advisors reviews the ratings with the student and uses this form as a basis for counseling and advising the student regarding individual professional development. If a student receives a failing grade, the student may not receive recognition of a completed co-op semester.

A reminder to complete this form is emailed to the supervisor each semester by ELCE. It is noted that during the registration process, a student denotes their supervisor in the PAL system. The contact entered in this field is the individual who will be prompted to complete the Employer Report. During the semester, a student can log into the PAL system and change their supervisor. This should be done in the case of supervisor changes or to have day-to-day work activities properly evaluated.

## D. Post Co-op Reflection

During the academic semester following a co-op semester, each student is required to schedule and complete a group or individual meetings with their Cooperative Education Faculty Advisor (Post Co-op Reflection). Students will be contacted by their Cooperative Education Faculty Advisor about setting up the individual or group meetings.

These reflection meetings provide an opportunity to review the last co-op assignment, to discuss any problems and to focus on learning outcomes and future learning goals.

## E. Summary of Requirements

In summary, to receive a passing grade for the co-op semester, a student must:

1. Register their co-op assignment via the Division's online PAL system.
2. Register for the co-op assignment via the Registrar (please consult your co-op advisor for course number each semester).
3. Complete the assigned Student Report for each semester worked. Encourage completion and review of the Employer Report for each semester worked.
4. Perform work which the employer evaluates as satisfactory or better.
5. Work the entire semester as prescribed by the Cooperative Education Calendar. This information is confirmed through both the Student and Employer Reports.
6. Schedule and complete a post co-op reflection meeting with the assigned Cooperative Education Faculty Advisor following the co-op semester.
7. Complete any additional requirements assigned by the Cooperative Education Faculty Advisor.

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## **XI. Cooperative Education Recognition and Certificates**

The Division of Experience-Based Learning and Career Education (ELCE) awards certificates for participation to qualified students graduating from the Cooperative Education Program. These certificates are University-recognized and noted on student's transcripts. These certificates and the way in which they are earned are described below. Students must receive passing grades in all Professional Practice courses to receive a certificate.

### **A. Cooperative Education & Practice Excellence**

A Certificate of Cooperative Education & Practice Excellence is awarded by the Faculty of the Division of Experience-Based Learning and Career Education (ELCE) for excellence in participation in the Cooperative Education Program. To be eligible for the Excellence certificate, a student must satisfactorily complete, with no exceptions, the following number of co-op semesters.

Every student is required to continue an alternating co-op schedule up to and including those in the year of graduation. In some cases, this may result in the accumulation of more than the normal number of semesters needed for the certificate.

<b>School or Program</b>	<b>Co-op Semesters</b>
School of Design (all majors)	5
Fine Arts	3
Urban Planning	5
BS Arch	3
Interior Design	5

### **B. Cooperative Education & Practice Participation**

A Certificate of Cooperative Education & Practice is awarded by the Faculty of the Division of Experience-Based Learning and Career Education (ELCE) to those students who are ineligible for an Excellence Certificate, but who have satisfactorily completed all available co-op semesters since their enrollment in the program. Every student is required to continue an alternating co-op schedule up to and including those in the year of graduation.

### **C. International Cooperative Education Certificate**

A Certificate of International Cooperative Education Program Participation is awarded to those students who fully participate in the formal ICP and meet the academic requirements.

### **D. Recognition and Honors**

Awards of recognition are presented annually to a select group of seniors who have demonstrated outstanding achievement on their co-op assignments. An award is available in each of the undergraduate degree programs.



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## XII. Professional Standards Review Committee (PSRC)

To maintain the standards of the University of Cincinnati and the Division of Experience-Based Learning and Career Education (ELCE), as well as the best interest of the individual student's education, ELCE has established the Professional Standards Review Committee (PSRC). The Committee is composed of faculty members elected by ELCE for the purpose of maintaining program standards.

### A. PSRC Cases

The PSRC reviews all matters pertaining to petitions of irregularity, conflict resolution, and violations of program rules. Additionally, any variance to an uninterrupted sequence of co-op semesters because of any activities, unemployment, or other events, must be approved through petition to the PSRC. Some common situations are outlined below.

#### 21. ROTC/Military Summer Training

- a. A student participating in a ROTC summer training program requests to do so via a PSRC Petition form.

#### 22. Medical

- b. A student does not work a term of co-op due to medical reasons.

#### 23. Unemployment

- c. In the case that a student is unable to secure co-op employment or is relieved of position duties, a Petition for Waiver or Policy Exception is submitted to the PSRC.

#### 24. Schedule Irregularity

- d. Any request for schedule irregularity, section change, exception or interruption to an uninterrupted sequence must be submitted to PSRC via a Petition for Waiver or Policy Exception.

#### 25. Possible Offenses

- e. Some examples of offenses which may result in PSRC action are listed below yet are not limited to examples shown here. Serious offenses can result in Suspension and Dismissal.
  - i. **Dishonesty** - Furnishing the Division or co-op employers false written or oral information.
  - ii. **Violation of Probation** - Violation of Program rules and regulations while on probation for a previous action.
  - iii. **Employer Termination** - A student is terminated by the employer due to improper behavior or other misconduct by the student while officially fulfilling a co-op semester with the employer.
  - iv. **Unauthorized Change of Co-op Employer** - Violation of the requirement to have official ELCE approval of any change in the student's co-op employer.
  - v. **Unsatisfactory Performance** - Two or more unsatisfactory performance reports from the student's co-op employer(s).
  - vi. **Disregard for Policy** - A pattern of disregard for policies by a student as evidenced by prior warnings or probation sanctions by the Division.

### B. PSRC Outcomes

The PSRC reviews both Student Petitions and Faculty Recommendations to come to a decision. Outcomes of the PSRC decision may be a program waiver, policy exception and/or academic sanctions.

## 1. Waiver

- a. A waiver has no detrimental effect on the student's participation in the Cooperative Education Program or projected date of graduation. This designation is utilized when a student is unable to secure or complete an appropriate co-op position or assignment through no personal fault.
- b. Common causes of a waiver may include – failure to secure an appropriate co-op position due to the economy after all reasonable efforts were made, termination of a co-op position for reasons other than performance (e.g., illness, participation in a ROTC Summer Training), or any situation where a penalty regarding co-op semester requirements certification would be inequitable.

## 2. Policy Exception

- a. A policy exception has no detrimental effect on a student's participation in the Cooperative Education Program, or projected date of graduation. This designation is utilized when a student is granted an exception to a co-op policy to fulfill their co-op work semester.
- b. Common causes for a policy exception may include – starting a work semester late or leaving early due to participation in a study abroad program, requesting a change of employer, participating in a second or third EEP or any other situation deemed an exception to a policy.

## 3. Policy Violation

- a. A policy violation may have a detrimental effect on a student's participation in the Cooperative Education Program, or projected date of graduation. This designation is utilized when a student violates a program policy and is recorded as a Participation Violation.
- b. Common causes for a policy violation may include – starting a co-op work semester late or leaving early for no approved reason, changing employers without prior approval, or providing false information to an employer. A co-op employment violation will result in loss of recognition for the co-op semester and could include the addition of a co-op semester as a program requirement. This action could be coupled with academic sanctions.

## 4. Participation Violation

- a. A co-op participation violation is given when a student does not participate in a cooperative education work semester because of their own actions. A co-op participation violation will result in loss of recognition for the co-op semester and could include the addition of a co-op semester as a program requirement. This action could be coupled with academic sanctions and is recorded as a Participation Violation.
- b. Common causes for a participation violation may include – a student is unable to secure or complete an appropriate co-op position due to failure or refusal to comply with Cooperative Education policies, personal restrictions as to geographic locations, section availability, salary level, or violations of standards or professional conduct for the co-op semester that result in loss of job.

## 5. Academic Sanctions

- a. A student admitted to the Cooperative Education Program of the University of Cincinnati accepts the responsibility to know and comply with all institutional and Division rules, the Student Code of Conduct, and standards that govern the Program. In general, when a student demonstrates unwillingness to obey the rules governing conduct for Cooperative Education Program participation, the individual will be treated the same as one who failed in traditional classroom courses and may be suspended or dismissed from the Cooperative Education Program. The University of Cincinnati's Student Code of Conduct, which defines the behavior expected of students, is applicable to students while in co-op positions. Copies of this Code are available for review in the following locations: all Student Affairs and Services offices, student organization offices, College Deans' offices, and the Office of the University Ombuds.
- b. Proven failure to meet these regulations and standards justify appropriate academic sanctions by the Professional Standards Review Committee of the Division of Experience-Based Learning and Career Education (ELCE). The academic sanctions include Warning, Probations, Suspension and Dismissal. These sanctions are serious matters, especially so for students in programs where the satisfactory completion of the

Cooperative Education Program is part of the degree requirements (like DAAP) and may delay graduation.

- c. The various sanctions are defined as follows:
  - i. **Warning** is an official notification to the student that his or her behavior has been unacceptable. Any further misconduct may result in a more severe sanction.
  - ii. **Probation** is an official notification to the student that his or her behavior has been unacceptable. This action becomes a part of the student's record and could result in probation status in the student's academic unit. This sanction is in effort for a specified period as determined by the Professional Standards Review Committee. After receiving notice of probation, it is the responsibility of the student to confer with his or her Cooperative Education Faculty Advisor to discuss any questions concerning the probation and to plan an appropriate course of action to avoid further difficulties. Any further misconduct on the student's part during the period of probation may result in suspension or dismissal from the Cooperative Education Program.
  - iii. **Suspension** prohibits the student from participating in the Cooperative Education Program of the University of Cincinnati for a specified period. A suspension period does not typically exceed one calendar year. The Professional Standards Review Committee will determine the effective beginning and ending dates of the suspension. The Cooperative Education action could result in suspension from the student's College. Suspension requires that the student must petition for readmission. Suspended students will be notified in writing as to the rationale for the action and when they will be eligible to apply for readmission into the Cooperative Education Program. Once readmitted into the program, if the student then later fails to comply with Program policy, this will normally result in dismissal.
  - iv. **Dismissal** prohibits the student from ever participating in the Cooperative Education Program of the University of Cincinnati. In cases of serious misconduct, a student may be dismissed without any previous disciplinary action by the Professional Standards Review Committee. Dismissed students will be notified in writing as to the rationale for the action and the effective date of the dismissal. Dismissal actions are terminal and readmission to the Program is normally not permitted.

## C. Petitioning

In all cases, either or both the faculty advisor and the student may present the issues and relevant information to the PSRC via petition.

### 1. Student Petition

- a. It is most advisable for the student to submit the initial petition to the Committee. The following steps should be following by a student presenting a case to the Committee
  - i. Secure a copy of the "Student Petition for Exception or Waiver" form on the ELCE website or from the faculty advisor.
  - ii. Follow the instructions on the form to complete the petition form, including any supporting documentation, and email the completed form to Susan Frazer at [susan.frazer@uc.edu](mailto:susan.frazer@uc.edu) The student's faculty advisor will then be notified and invited to comment via the submission of a Faculty Response form.
  - iii. The PSRC will meet (typically at the beginning and end of the term) to review submitted petitions.
  - iv. After the Committee meets and reaches a decision, a copy of the decision of the Committee will be emailed to the student.
  - v. The student should contact the faculty advisor to confirm the impact of the Committee's decision on the schedule for future participation in the Cooperative Education Program.

## 2. Faculty Petition

- a. If a student does not submit a petition for their situation/circumstance, or the Cooperative Education Faculty Advisor deems it appropriate, the faculty advisor may submit a petition for the student case without a Student Petition. In this situation, the faculty completes and submits the Faculty Referral.
- b. After the Committee meets and reaches a decision, the written decision of the Committee will be communicated to the student. After receiving the decision, the student should contact the faculty advisor to confirm the impact of the Committee's decision on the schedule for future participation in the Cooperative Education Program.

## 3. Appeals

- a. In a few cases, the student or the Cooperative Education Faculty Advisors may feel that the decision of the Committee is inappropriate or that the case was not presented effectively in the petition. In such instances, the decision may be appealed. All appeals related to a Committee decision must be submitted within 30 days of the receipt of the decision which is being appealed. Appeals are determined by the Chair of the PSRC, Dean of Experience-Based Learning or their designee, Dean of the College of DAAP or their designee. If the Chair of the PSRC was directly involved with the student who is appealing the PSRC decision, either as current or past faculty co-op advisor, the Chair must recuse themselves and the Dean of ELCE will designate another PSRC committee member to serve in the Chair's absence.

