


Spring 1979

# UA12/10 Co Op Topics, Vol. 1, No. 1

WKU Cooperative & Experiential Education

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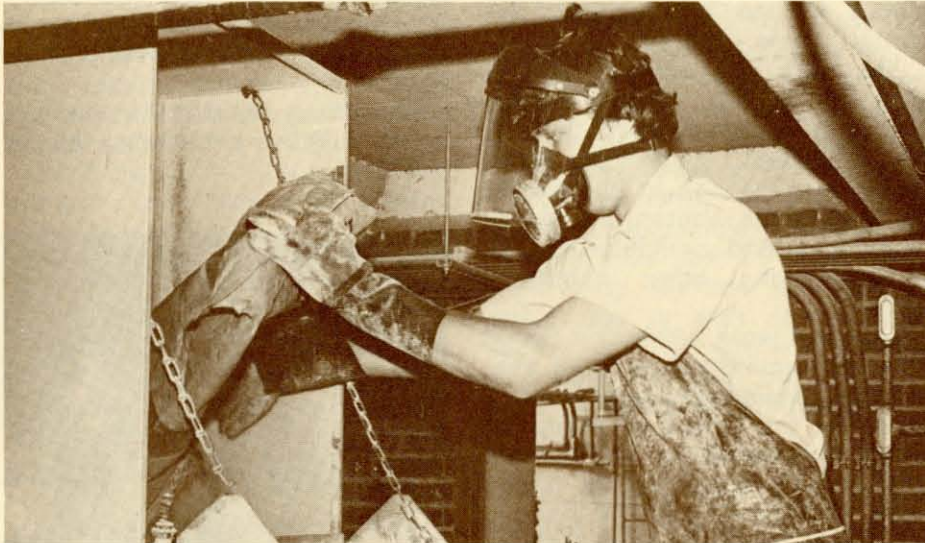
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# CO-OP TOPICS

Vol. 1, No. 1

Spring, 1979



*Co-op Bill Jackson must wear a protective mask, apron, and pair of gloves while emptying fluoride into a Volumetric Helix Feeder at Bowling Green Municipal Utilities Water Plant. Other students co-oping for the Water-Sewer Division are Steve Wendt, Mike Gardner and Kenneth Baker (See page 6 for more photos!).*

## ACTIVE FACULTY SUPPORT MAKES CO-OP WORK

By Patricia Brelsford

In many institutions Cooperative Education has come to be viewed by the faculty of those institutions as a program which has little to do with them. Professionals in the Co-op field operate the programs with little input from faculty members.

Cooperative Education at Western, however, is based on a very different philosophy. From its inception two years ago, the program has attempted to actively involve faculty in the design and implementation of the cooperative plan of education.

Faculty involvement is important to Co-op for a number of reasons, the major ones being the faculty members' expertise in their fields, and their knowledge of what skills, competencies, and abilities an in-

dividual student should be acquiring in those fields. Cooperative Education is first and foremost a mode of learning which emphasizes the application of theory and knowledge acquired through work in the classroom. A faculty member in an individual department is in the unique position of being able to evaluate and measure the kind of learning that has taken place during the student's Co-op assignment.

Since Co-op is not one-dimensional, but involves students, employers, and the University, there are some direct benefits to faculty through their work with Cooperative Education. Perhaps the most visible benefit is the interaction

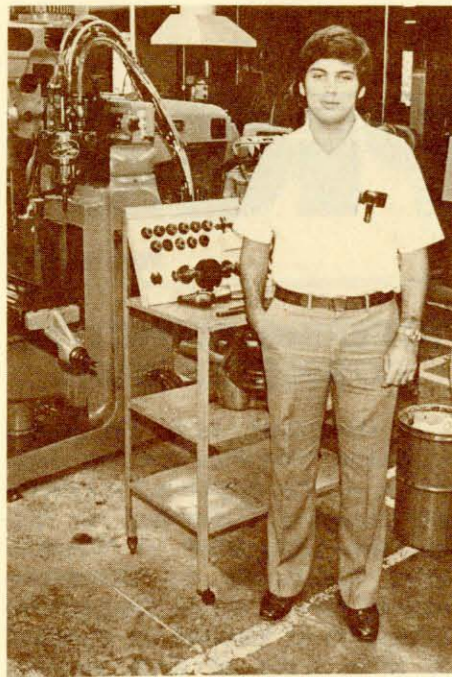
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## STEERING COMMITTEE COMPLETES WORK

In November, 1978, Dr. James L. Davis, Vice-President for Academic Affairs, appointed a University Steering Committee on Cooperative Education at Western. More specifically the Committee was to clearly define Cooperative Education at Western as opposed to other types of work learning experiences available, clarify the philosophy and purposes of Cooperative Education, and make recommendations for further implementation of a university plan for Cooperative Education at Western Kentucky University. The Committee members include faculty representatives Jerry Boles, John Burt, John Carr, Frank Conley, Larry Elliott, and Robert Teske. Bill Wigginton has served as a student representative; Faye Robinson has been a consultant; and Carl Chelf has been an ex officio member of the Committee. Reese Honeycutt, manager of the district Social Security Administration Office, has been the employer representative and Pat Brelsford of the Cooperative and Experiential Education Office chaired the University Steering Committee.

The Committee has met several times during the past semester and is completing a report for Dr. Davis. The report consists of a proposed position paper on Cooperative Education at Western and additional recommendations for program development. Copies of the report will be available in May.





Industrial Technology major Roger Miller gained both practical insight into the manufacturing field and supervisory experience during his Co-op assignment. Pictured in the background is a milling machine.

## GLASGOW INDUSTRIES OFFERS CO-OP SUPERVISORY EXPERIENCE

By Roger Miller

I reported for work to Glasgow Industries on a Monday at 8 a.m. After a few days of orientation, I took charge of the wire harness department — and it was hectic!

My duty was to assign work to the employees in the morning, and then make sure there were other jobs to which I could switch them throughout the day. I also had to determine what needed to be produced by examining a schedule which is issued daily by production control.

In addition, besides checking and signing various reports and time cards, I also took responsibility if something went wrong or broke down. Basically, anything that could arise in my department, I had to handle.

About a month after I began my Co-op job, I started attending a seminar for supervisors. The seminar met once a week and was to last ten weeks. I finished the sixth session before returning to school.

Since Glasgow Industries is a

manufacturer and since my major is Industrial Technology, with a leaning toward manufacturing, my Co-op experience provided me with an excellent opportunity to learn.

Supervisory experience is hard for a student to come by — I believe that having some will help open a few doors for me after graduation. At any rate, I know it gave me practical insight into the manufacturing field.

As far as my goals that were set down in my learning plan are concerned, I feel satisfied. I am very pleased with my accomplishment and have fulfilled what I set out to do.

## SPECIAL THANKS

The Co-op Staff extends a very special thanks to Mike Taylor, Instructor in the Department of Art at Western, for designing and laying-out the masthead, and for making many helpful suggestions on the format of **Co-op Topics**.

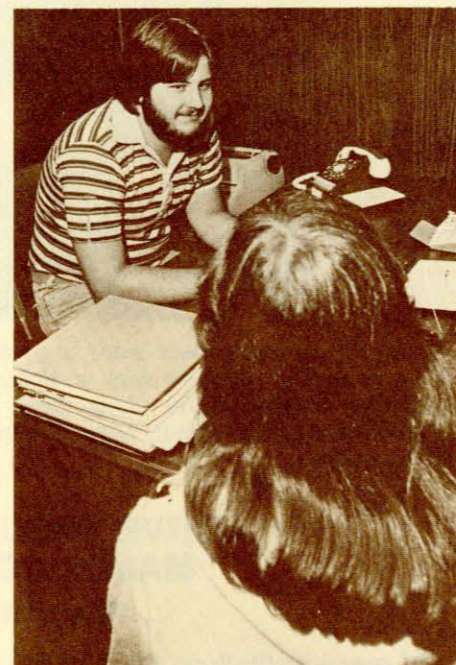
## SOCIAL WORK STUDENT COMMENTS ON CO-OP

By Kim P. Gaines

Using a consistent theory of working with clients helped me to take the correct actions.

One of the best features of my Co-op position was the almost total freedom I was allowed in carrying out my duties. In addition, the other employees were very helpful and always willing to assist me in solving any problem which I might have.

Everything considered, this was a very fulfilling experience for me.



Kim P. Gaines' major responsibility as a Co-op is to interview claimants for Social Security.



"I HAVE NOTHING AGAINST A RAPID RISE ON THE CORPORATE LADDER JOHN, BUT BEFORE ASSUMING THE PRESIDENCY I THINK IT BEST YOU COMPLETE YOUR CO-OP PROGRAM!"

## STUDENTS FIND SOCIAL SECURITY PEOPLE-ORIENTED

SOCIAL WORK — MASS COMMUNICATIONS MAJOR

One of the most enjoyable aspects of co-oping for the Social Security Administration, in Mary Nita Bondurant's opinion, is the opportunity it provides for interaction with people.

"I really liked meeting people from the community," she said. "It also surprised me a little that so many people right around here — in the Bowling Green area — draw Social Security."

Interviewing individuals to find out each one's reason for coming to the Social Security Office is just one of many duties which Mary Nita had during her Co-op assignment.

She also referred the individuals either to other Social Security employees, or to other agencies. Making referrals to other agencies gave her some practical work experience to coincide with her social work class about referral agencies.

"The whole point of my position was for me to learn how the entire Social Security Office operates," said Mary Nita. "So I did different things from one day to the next — including opening mail and then figuring out what to do with it, and preparing claimants' folders to be shipped to Social Security program service centers."

In addition, for a time, she worked in the Supplemental Security Income unit.

COMMUNITY HEALTH MAJOR

"I definitely think the Co-op program is a very good concept," said Co-op student Judy Ballinger.

"It gives the different businesses a chance to look at us, and us a chance to look at them. We might find out that we don't like a certain job or career area after all. On the other hand, we might find that it's just exactly what we want."

According to Judy, she learned a great deal during her first Co-op assignment with the Social Security Administration last summer.

She especially learned much about being flexible — particularly in being able both to adapt easily from doing one task to doing another, and to shift quickly from talking to one person to talking with another, when the two people's backgrounds widely differ.

"It seemed like every day I learned something," she said.

"I feel that we Co-op students really were given responsibilities. We weren't," said Mary Nita, "stuck with the kinds of jobs that some places usually give students; you know, like just filing."

"The whole experiences of having the responsibilities, of meeting people in the community, and also, of making new friends with people in the office, are things which I will always be able to take with me."



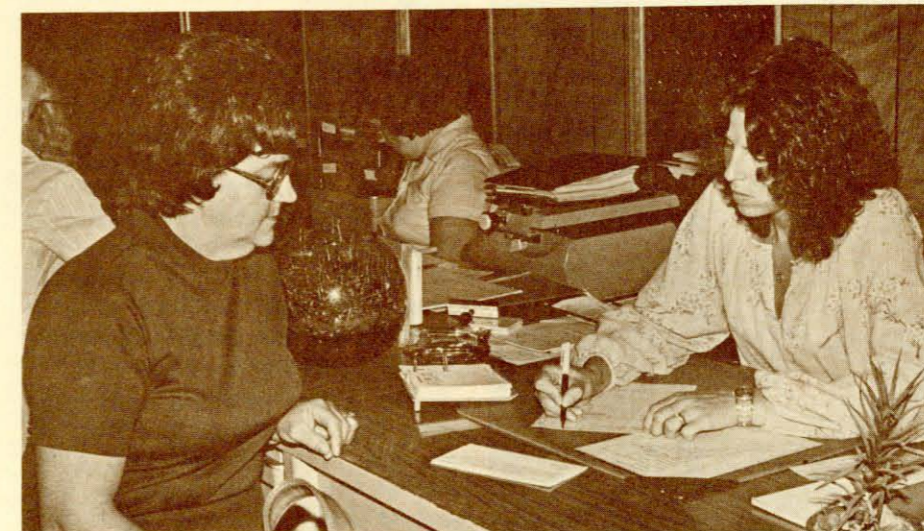
Judy Ballinger prepares claimants' folders to be shipped to Social Security Program service centers.

"You really have to be people-oriented to work for Social Security," said Judy, "because you deal with people all day, either in person or by phone. It's also good to be somewhat of an extrovert; a real shy person simply would not last."

In addition, as she explained, a Social Security employee has to be well-versed not only in that agency, but also in other agencies in the community.

"If we can't help someone," she said, "we have to know of an agency that can."

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"I really like meeting the people from the community." — Mary Nita Bondurant interviews a claimant at the Social Security Administration.

The week of March 4-10, 1979 was proclaimed Cooperative Education Week in Kentucky by Governor Julian Carroll. The Cooperative Education Association of Kentucky (CEAK) held its spring conference in Louisville in conjunction with Co-op Week.

A Western student, Kenneth Baker, from the environmental engineering technology program received a scholarship award from CEAK. The annual award is given to outstanding Co-op students from both two-year and four-year institutions.

## ET CO-OP TRAVELS FOR NIOSH

By Cheryl (Runyon) Lucas

My job duties as a Co-op employee at the National Institute of Occupational Safety and Health in Morgantown, W. Va., included lab work and participation in field Industrial Hygiene surveys. The lab work accounted for about 75% of my time, while the surveys took up the other 25%.

The lab work consisted of cleaning instruments, calibrating instruments and weighing filters before and after they were used in the field, and packing equipment in order for it to be shipped to survey sites.

My field experience consisted of a dust survey in a cotton waste utilization plant in South Carolina, and a diesel emissions survey in a Utah coal mine.

On a couple of occasions I was sent to the library to do research aiding an Industrial Hygienist in the organization of a field study. This was really helpful to me because it gave me an insight into how involved the planning of a survey is.

The best part of my job was the field experience where I learned a lot in a short period of time. In the



Cheryl (Runyon) Lucas operates an Ecolyzer, an instrument for measuring carbon monoxide.

field, the Industrial Hygienist encounters problems and pitfalls which could have never been allowed for by reading a book. Thus, this experience enables him to organize the next survey of a study a little more efficiently than before.

### SUPERVISOR COMMENTS

Ms. Runyon's performance and attitude were, frankly, outstanding.

### LaFORGE SEES VARIETY IN BGMU CO-OP

Senior Ron LaForge began co-oping even though doing so is not a requirement of his degree program.

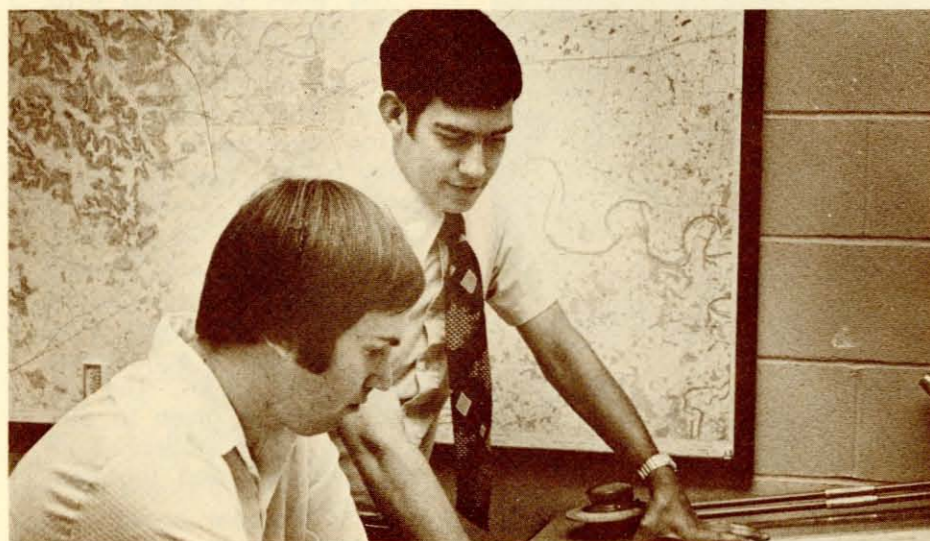
"I knew about Co-op before I

came to Western, and I was really interested in doing it," he said. "So I asked around about entering the program, then I entered and started work at the Electric Plant."

Ron is an engineering major, co-oping with Bowling Green Municipal Utilities, Electric Plant Board.

"Where I work, we do various things," he said. "For example, we collect all kinds of data and then it's put into a new computer. By doing this we'll be able to use the computer in different situations. For instance, if there's an electrical power failure in one section of the city, we'll just let the computer know. That way, we'll be able to 'feed' the section which isn't working, from another one which is."

When asked what he likes most about his Co-op position, Ron responded, "I've learned such a variety of things. For instance, I've learned about the city inside-out; all about new buildings being constructed; more than I knew about the value of homes; but mainly I've learned about electrical power distribution as opposed to power generation."



With the help of supervisor Gary Stallings, right, Ron LaForge, Co-op for Bowling Green Municipal Utilities, Electric Plant Board, traces out the city's system of electrical power lines over an aerial photo.



Architect John Crouch and Co-op student Mary Edwards work on the detail drawing of a church.

### IT STUDENTS SAY

### CO-OP COMPLEMENTS COURSES

Both Bill Wigginton and Mary Edwards earned three hours of academic credit last semester from the Department of Industrial Education and Technology for their supervised work experience with architect John B. Crouch.

"I really like that my job gives me insight into the field that I'm pursuing," said Bill. "It also gives me an idea of what my strong points and my weak points are."

"For instance," he said, "I'm finding a few deficiencies in my education. What I mean is that right now I feel well-enough prepared to be a Co-op student, but I realize that I'm not ready yet to be a full-time, permanent employee."

Bill's duties included drafting preliminary drawings and working drawings of a Masonic Temple.

The responsibilities of Mary's position are similar to Bill's. "Mainly, so far in my Co-op position my duties have included drawing the elevations, floor plans, and wall section details of a church, as well as drawing the details of fire curtains and a trench," she explained. "I really like getting the job experience."

Their Co-op positions complement the architectural drafting and technical rendering classes in

which Mary currently is enrolled, and in which Bill was enrolled last year.

Bill says he encourages other students to become involved in work experience opportunities. "Mine has helped me out a lot. If a person is not sure about what he wants to go into," he said, "this is a way of finding out. It gives you a relief to know for sure."

"I just think of Co-op as a way of tying a knot between school and the real world," said Bill.

## CO-OP IS BOON TO NEW ARCHITECT

By Kathy Taylor

"It's taken me a year to get to the point where I really feel comfortable on my own," said Architect John B. Crouch as he rocked back and forth in a white wicker rocker next to a lighted fireplace.

Crouch, a graduate of Reneselaer Polytechnic Institute, believes that if he had had more varied work experiences as a student, he would have more easily become comfortable with certain aspects of being self-employed.

"My work experiences didn't really integrate me into the office situation — dealing with the public, writing letters, etc.," he said.

Crouch really was not planning to become self-employed yet.

"I was planning to leave Bowling Green and go to Washington, but then a great job just 'walked in the door.' That," he said, pointing out the window of his office-home to some condominiums located around the corner of the block. Crouch did the architectural design for the condominiums. After that job, he explained, he kept getting one job after another.

"So I plan to stay in Bowling Green. I'm very pleased with how my career has gone so far. Recently, I made a list of all the work I did during my first year here. I

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Bill Wigginton, Co-op for John B. Crouch, studiously works on architectural working drawings and layouts.

## Active Faculty Support

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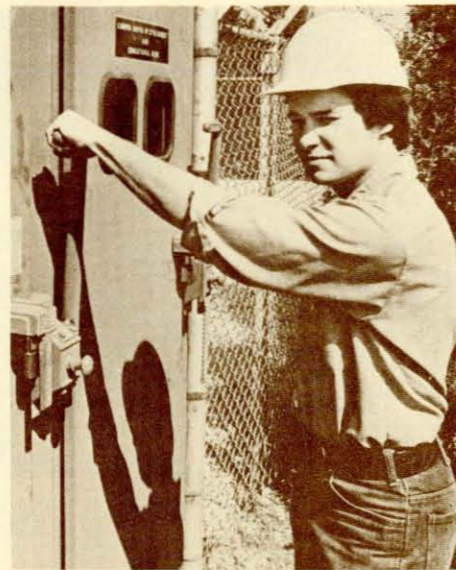
with employers—interaction which helps to keep faculty members current in their own fields. Some side benefits often include possibilities for consulting or working on special projects for an employer.

Students and the Cooperative Education staff are also benefactors when faculty members become actively involved in Co-op. Students who are supervised and evaluated by faculty members in their fields can more easily make the transition from classroom to work and back again. For the Co-op staff, the selection and placement of students is greatly assisted by the recommendations of faculty members who have direct knowledge of a student's abilities and performance in the classroom.

The major way in which Western

has attempted to increase faculty involvement in Co-op is through granting credit for Co-op experiences. Credit is granted to students through individual departments. The amount of credit, the requirements for credit, and the grades are all determined by faculty members within the department.

The philosophy of involving faculty in Cooperative Education and some of the advantages of its involvement have been briefly highlighted. Much more could be written and discussed in these areas, yet the vital point continues to be that active involvement of faculty members is necessary for a viable Cooperative Education Program at Western Kentucky University.



David Brown said he became very familiar with the organizational structure of the power plant where he Co-oped during the summer. He worked in New Albany, Ind., for Public Service Indiana. His responsibilities involved mostly mechanical maintenance. During his next work-period, David will work in the engineering department where his duties will be directly related to his electrical engineering technology major.

### IN NEXT ISSUE . . .

Articles concerning two of Western's well-established work-experience programs—the professional field experience program in agriculture, and the internship program in retail mid-management—will appear in the next issue of **Co-op Topics**.



Above, at the city's water plant, Bill Jackson, center, listens to Mike Gardner, and Ken Baker tends a machine. Right, Steve Wendt gets a transit ready for a survey. All of the students Co-oped for Bowling Green Municipal Utilities, Water-Sewer Division.



Barry Wilson, left, and Tim Smith work on drafting projects for the City Engineer's Office.



## CIVIL ENGINEERING STUDENTS CO-OP FOR BGMU

Four civil engineering technology majors from Western spent the summer co-oping for Bowling Green Municipal Utilities, City Engineer's Office.

Ray Gilliland, Tom Hines, Tim Smith and Barry Wilson worked on tasks that ranged from inspecting construction sites (sidewalks, storm drains, pavements, sewers) and making pay estimates for entire projects, to drafting cross-sectional areas of a landfill and designing drainage systems for residential areas.

The over-all learning objective of their jobs is not only for Ray, Tom, Tim and Barry to make practical application of their textbook knowledge, but also for them to obtain on-the-job training in engi-

neering and to begin development of professional responsibilities.



Ray Gilliland, left, and Tom Hines examine a construction site on East Main Street in Bowling Green.

### Co-op Is Boon

Continued from Page 5

figured out that I did about a million dollars worth of contracts. Things really look good for the future, too."

Some of the structures on which Crouch has worked include a Masonic Temple being built in Bowling Green, "Runway 5," which is a recently completed nightclub, a church addition, an addition and an alteration to the new "Iron Skillet Restaurant," and several

residences—about five in Bowling Green, one in Maryland, and one in Vermont. Crouch also was the architect for the Nashville branch of a fashion shop, "My Friend's Place."

Crouch assigns Co-op students Mary Edwards and Bill Wigginton certain aspects of each of his projects.

"This Co-op program has really

## Social Security

Continued from Page 3

However, when a problem arises to which Judy does not know the solution, she does not hesitate to ask someone else for advice.

"Mr. Dwyer is a real good supervisor for all the students. He's glad to help you if you need it," she said, "and everybody else in the office is, too."

Judy began her second work period in January.

been a boon to me so far," said Crouch. "I have Mary and Bill running prints, measuring buildings that are being renovated, and doing working drawings and layouts. When one of them isn't here, the other one is. They're really a big help."

Crouch says he plans to employ other Co-op students in the future, too, after Mary's and Bill's Co-op assignments end.

## CO-OP OPPORTUNITIES

A list of current Co-op openings is printed once a month, or more often if needed. These openings are sent to departments in major areas requested by employers, to students in majors requested who have applied to the Co-op Office, and to other offices on campus who have direct contact with students. Interested students should check with the Co-op Office as soon as possible regarding current openings since many of those positions have application deadlines.

WATCH THE BULLETIN BOARDS ON CAMPUS FOR CURRENT CO-OP OPENINGS OR CHECK DIRECTLY WITH THE CO-OP OFFICE!

## ACKNOWLEDGEMENT

The Co-op Staff wishes to acknowledge the contributions of Kathy Taylor in developing the inaugural issue of **Co-op Topics**. Kathy, a graduate student in Philosophy and Religion, worked as a Staff Assistant in the Co-op Office from February through October, 1978. Kathy was responsible for gathering the material and photographs as well as for the lay-out and copy for this newsletter. Best wishes to Kathy in her new position as Traffic Manager for a radio station in Springfield, Missouri.

## CO-OP/CAREER MATERIALS AVAILABLE

The Co-op Ed Office has developed a Career Library and Information Center for use by faculty and students. Both the Library and Center are in Grise Hall, Room 524.

Library materials are organized by various topics, including "How to Get a Job," "Salary and Job Market Information," "Career Planning," "Employment Resources," "Government Opportunities," "Co-op: Philosophy, Perspectives, Research, etc.," "Equal Employment Opportunities," and "Self-Evaluation and Self-Help."

Additional resources include many bibliographies of career literature as well as information both on individual employers and on particular work experience opportunities such as Co-op programs, internships, and practicums.



## WHAT IS COOPERATIVE EDUCATION?

Cooperative Education is a plan which integrates classroom study with off-campus employment related to the student's major field of study. Typically, Co-op students alternate between periods of study and periods of work when participating in the Co-op program.

First, a student is interviewed by the Director or Coordinator of Cooperative Education to determine interests and skills. Then participating employers interview the student for a Co-op position. Opportunities which are mutually satisfactory to the student and the

prospective employer are sought.

During the student's work period, the Coordinator visits the place of employment to discuss with both the student and employer the work experience and any problems encountered.

At the end of the work period, the student prepares a report on the work assignment and the employer submits an evaluation of the student's performance.

On return to campus, the student usually has an interview with the Coordinator to discuss the experience.

## OFFICE OF COOPERATIVE AND EXPERIENTIAL EDUCATION

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