



CO-OPERATIVE EDUCATION PROGRAM

PEP H A N D B O O K

April 2019

Established in 1999

Professional Experience Program

Preface

This edition of the handbook combines information for employers and students. Some of the later chapters refer directly or indirectly to students' academic and personal matters. Most of this handbook contains information relevant to both groups.

We have attempted to keep the text relatively free of materials that rapidly become obsolete. Some of the Appendices are prone to revision from time to time as placement schedules, salaries, personnel, and degree requirements are modified. Current employers and students will be notified of substantial changes when necessary.

Every effort has been made to ensure the accuracy and completeness of the information. Should the reader find errors or omissions in this handbook we would appreciate your comments so that corrections can be noted. Your comments and feedback on our program are welcome at all times.

Table of Contents

What is PEP?	4
Participating in PEP	6
Responsibilities in the PEP Program	8
Work Term Requirements	10
Study Term Requirements	24
Financial	25
Appendix 1 - The PEP Hiring Process	29
Appendix 2 - PEP Program Contact People	32
Appendix 3 - Student Rules for Ranking	33
Appendix 4 - Work Term Goals.....	34
Appendix 5 - Employer Evaluation Form	35
Appendix 6 - The Cover Letter	41
Appendix 7 - The Resume	43
Appendix 8 - Interview Techniques	50

1. INTRODUCING THE PROFESSIONAL EXPERIENCE PROGRAM (PEP)

1.1 What is the Professional Experience Program (PEP)?

The Professional Experience Program (PEP) is designed as a co-operative educational program in which one continuous work assignment forms an integral part of the student's learning experience. The length of a work experience may vary, but will normally extend for 12 or 16 months. Generally, a student's work experience will take place following the completion of the majority of their core course requirements.

Work experiences are intended to be related to the student's discipline and the university is expected to provide an appropriate orientation before students go out on their first work experience. A set of standards is established for all students and the student is required to satisfactorily complete their work assignment in order to have the official record indicate completion of a legitimate Professional Experience Program. The employer and the university work together in the process of educating students. During their work experiences students are paid at competitive rates. The Coordinator is the liaison between the employer and the institution; this Coordinator is an administrative position within the university.

The Canadian Association for Co-operative Education (CAFCE) exists to support the common needs of employers, students, and institutions that are involved in Co-operative education. They have established a group known as the Co-operative Education Council of Canada (CECOC) whose purpose is to monitor the quality of Co-op & PEP Programs and accredit those programs that meet established criteria, some of which are described above. UNB's PEP staff are members of CAFCE.

1.2 Computer Science PEP Program at UNB

The Co-operative Education Program in Computer Science at UNB was initially implemented during the 1981/82 academic year; the first half of those students went out on their first work term in May 1982. Students enrolled in the following programs are eligible to participate in the Faculty of Computer Science Co-op Program:

- (1) Bachelor of Computer Science (BCS)
- (2) Bachelor of Science in Software Engineering (BScSWE)
- (3) Concurrent Programs: BCS/BSC and BCS/BA

The Professional Experience Program consists of eight study terms and one work experience of 12 or 16 months (normally) and spans a period of just under five years. Although PEP takes one year longer than the traditional program, it usually includes up to 16 months of related work experience. If you are in the multiple degree programs, it will extend your degree from five to six years.

The diagram below depicts two entry points for PEP. Stream 'A' allows students to embark on PEP internships in May following the completion of third year, while stream 'B' students start their work experiences the following September.

STREAM	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5	
	Sept	Jan	May	Sept	Jan	May	Sept	Jan	May	Sept	Jan	May	Sept	Jan
A	S1	S2	X1	S3	S4	X2	S5	S6	W1	W2	W3	W4	S7	S8
B	S1	S2	X1	S3	S4	X2	S5	S6	X3	S7	W1	W2	W3	S8

S = study term W = work term

Figure 1: Sequence of PEP Work and Study Terms

January entry into PEP internships is possible, but will often result in having an orphaned summer term after the completion of the internship. Very often, students will be unable to study during such terms (having previously completed all offered courses) and will be 'on their own' for the purposes of job hunting.

Under normal circumstances, students will remain with a single employer for the entirety of their work experience.

In order to obtain the PEP designation on their official transcript, undergraduate students must submit a work term report and satisfactory Employer Evaluation for each four-month term during their PEP program.

1.3 Advantages of PEP Programs

Some of the advantages to the students in a PEP Program are:

- a) beneficial and attractive combination of theory and practice
- b) work experience experiences enhance personal development, independence, and adaptability
- c) early recognition of importance of good communication skills
- d) financial factors such as income, reduced student loans, higher salaries after graduation
- e) exposure to wide variety of technology.
- f) ability to become involved in major, long-term projects
- g) improved work habits which are reflected in higher grades
- h) opportunity to travel
- i) excellent employment prospects upon graduation

Some of the advantages to employers are:

- a) PEP students release regular employees to do higher-level tasks
- b) students may provide stimulus for staff in certain environments
- c) PEP students often later accept full-time employment with PEP employers
- d) employers have the opportunity to assess prospective employees
- e) valuable exchange between employers and universities
- f) lower labour costs for PEP students than for full-time employees, but requires supervisory obligation on part of employer.
- g) students must attend orientation sessions dealing with job expectations and work ethics.
- h) mature, senior students with substantial academic backgrounds are available for employment
- i) extended nature of PEP allows students to become involved in major, long-term projects

Some of the advantages to the institution are:

- a) interaction with employers aids in addressing current needs of employers and of graduates
- b) PEP students returning from work experiences are enthused and better informed about current business practices and situations

2. PARTICIPATING IN PEP

2.1 Employer Recruitment

Employers usually learn about a PEP Program from other employers, employees, or by direct approach from the institution. The PEP staff will usually correspond with the employer and provide necessary data and information so that the suitability of the program for the employer can be assessed.

Once the employer determines that they wish to participate, all that is necessary is to enter the placement process, which is described in detail in Appendix 1. This process has been designed in an attempt to best meet the needs of employers and students in a fair manner.

Once participating in the PEP Program, an employer will be contacted on a regular basis by the student's Coordinator regarding the performance of the student(s), assessment of the program, personnel requirements for future terms, etc. This solicitation of employers may be reduced or even eliminated after a period of inactivity in the program.

2.2 Student Admission

Interested students apply to the Professional Experience Program early in the first term of their third year of study (September) at UNB. There is no guarantee that all applicants will be successful in securing a PEP position. An applicant becomes a PEP student only after obtaining a work experience placement. Application forms for the Professional Experience Program are available to students at the PEP Office.

PEP applicants are required to have completed at least 90 credit hours and have a minimum grade point average, GPA, of 2.7 during their most recent full time semester. The student should also exhibit the personality traits and personal conduct that would indicate their suitability for working in a professional environment that is often team-oriented.

There is no guarantee that all applicants will be successful in securing a PEP position. An applicant becomes a PEP student only after obtaining their work term placement. PEP students must be legally entitled to employment in Canada. The student must be a Canadian citizen or landed immigrant or hold a valid work permit to legally qualify for employment in this program. Some federal and provincial government jobs demand Canadian citizenship and may therefore consider landed immigrants or work permit holders to be ineligible for their jobs.

Workshops for students intending to enter the PEP Program is held in September and January of each academic year. These sessions will deal with such topics as appropriate business behaviour, resume-writing, interviews, employer-employee relations, experiences of past employers and students, etc. Attendance at the workshops are expected of all students hoping to enter the Program. The exact format and dates of the workshops will be announced early in September and December each year.

2.3 Visa (International) Students

Prior to 1989, Canadian immigration policies ruled visa students to be ineligible for employment and no satisfactory exemptions could be determined which might entitle them to work. In January 1989 we were advised in writing "**That Co-op Education foreign students are exempt when the educational institution confirms that the work is an integral part of the course of study.**" This means that these students will henceforth be permitted to work in Canada in order that they may complete a specified portion of their Computer Science degree program." This effectively means that visa students may apply for Co-op jobs.

Once a visa student has completed the required workshops and begins the job application process, he/she will need to obtain a written confirmation of status from the Co-op Office. This letter and the work permit application kit must be sent to the Immigration Office in Vegreville, Alberta. No fee will be charged if you are applying as a Co-op student. Please consult the Co-op Coordinator for further information. An unofficial transcript is required with the application.

2.4 PEP Staff

The Co-op Program has a staff of three people to assist Co-op students and employers. The titles and primary responsibilities of these staff members are listed below. Please refer your concerns or inquires to the appropriate person.

STAFF PERSON	PRIMARY RESPONSIBILITIES
Director of Co-op	academic advising of students, mark technical work term reports, recruitment and orientation of students, employer recruitment and liaison, program policy formulation, general administration, liaison with other university bodies.
Coordinators	work-related student advising, recruitment and orientation of students, liaison with students and employers, job placement, on-site visits, and monitoring of students. No academic advising of students.
Administrative Staff	administrative and clerical duties, assisting with job placement, telephone messages, and maintaining co-op student files. No student advising.

3. **RESPONSIBILITIES IN THE PEP PROGRAM**

3.1 Employer Responsibility

Some of the employer's responsibilities are:

- to organize a workload appropriate to the student's level.
- to provide on-the-job guidance, supervision, and suitable working environment.
- to pay the student at a reasonable rate (refer to section 4.2.3).
- to observe legal hiring practices and to encourage students to complete their course of study.
- to adhere to the placement process (as described in Appendix 1) for the recruitment of PEP students.
- to assess the student's performance periodically and submit an electronic evaluation (Appendix 5) at the end of the work term. The employer will discuss their evaluation with the student.
- To assist the student in locating suitable living accommodations where necessary.
- to assist in defraying travel costs where circumstances warrant.

- to observe the work term as a commitment to the student and the university for the duration of the work term period.
- to provide some advice to PEP students regarding the selection of appropriate elective courses at university.
- to recognize that fluctuations in the availability of jobs and/or students do occur. It is not possible as a rule to guarantee jobs for students or students for jobs. The Co-op staff will try to give a reasonable portrayal of the current situation when asked.
- to comply with all Provincial and Federal Human Rights, Employment and Freedom of Information legislation.

3.2 Student Responsibility

Some of the student's responsibilities are:

- to display satisfactory performance during the work term. A missing employer evaluation or an unsatisfactory employer evaluation will normally cause the student to be dropped from the PEP Program.
- to abide by all UNB Computer Science PEP Program policies and procedures.
- to maintain conscientious work habits and behavior.
- to adhere to the placement process (as described in Appendix 1) for the recruitment of PEP students.
- It is the student's responsibility to submit applications (cover letter, resume and unofficial transcript) for each specific job by the deadline. The Co-op Coordinator has the discretion to withhold a student's application under certain circumstances. These include:
 - Not meeting job posting criteria
 - Spelling and grammatical errors
 - Not following proper resume or cover letter format
 - Incomplete application documents
- **Falsifying or knowingly submitting a false transcript can result in an Academic Offense**
- to apply only for jobs in which they have a genuine interest and to commit to taking any job he or she ranks.
- to submit to the Faculty a work term report for each 4 four-month work term during their PEP term. This report is due to be received in the PEP Office within the first week after the completion of each four-month work term. A complete final copy of the report will be evaluated by the Coordinator or a faculty member (professor). **Failure to submit a report will prevent the student from continuing in the PEP Program.**
- to observe the work term as a commitment to the employer and the university for the duration of the work term period.

- to temper expectations of the type, level, and quantity of work, the level of skill perfection required, and the degree of stimulation and self-satisfaction with the realities of work project schedules, of the students' experience level, of seasonal lulls (holidays) or peak periods, etc. Work terms will have their highs and lows; some may seem less-than-wonderful yet all should have valuable learning experiences if the student will recognize them.

3.3 University Responsibility

The Faculty of Computer Science PEP Staff is responsible for the following:

- * approve all employer job postings before they are added to the Student PEP Job Booklet
- * to provide a coordination function between the employer and the students with respect to recruitment and other procedures.
- * to orient the student before the first work term.
- * to serve all students, including those with visible and invisible disabilities while collaborating with the Student Accessibility Centre
- * to monitor work term positions and ensure that students are employed at levels fitting their current status in the program.
- * to maintain acceptable academic standards and to ensure that the work term standards are also met.
- * to maintain contact with both the employer and student during the work term.
- * to provide normal academic support during all terms.
- * to notify employers of any students working for them who have received a warning or suspension letter because of low academic standing in the previous term.
- * to determine the overall assessment of the work term.
- * The Faculty of Computer Science PEP Program administration has the right to decide which students are permitted to continue in the program based on job performance and employer feedback.

4. **WORK TERM REQUIREMENTS**

4.1.1 The Hiring Process

As outlined in Appendix 1, eligible students apply for positions posted by approved employers on the PEP program's job bank. Since channels of communication already exist, students may not seek employment directly with a participating employer unless specific arrangements are made with the Coordinator. The process of selecting students for PEP positions takes place in the four months prior to the work term concerned. Appendix 1 describes this process in detail.

Students who have a job available before entering the PEP Program must have the position evaluated by the Coordinator before it may be considered to count towards the minimum requirements for a co-op placement. Payment of the work term fee would be required for the term to be counted towards the PEP Program designation. Students intending to find their own jobs must not proceed with the normal recruitment process.

4.1.2 Release of Information

For those students seeking employment through the interview process, portions of their PEP student records may be disclosed to prospective employers. In addition, resumes and other forms provided by students are made available to prospective employers. A file is kept on each PEP student; this includes transcripts, employer evaluations of PEP student work terms, records of Coordinator interviews, work term report evaluations, record of PEP work term experience, etc. These files are confidential but will be made available, upon proof of identification, to each individual student.

4.1.3 Interviews

Students should check their UNB email account twice daily during the interview period to determine if they have been granted an interview. Often employers will provide little notice of their interview dates and preferences and it is the student's responsibility to make sure that he/she signs up for interviews as soon as possible.

Students are expected to attend all interviews granted to them. Students who anticipate missing an interview for just cause should inform the Coordinator far enough in advance to allow the schedule to be adjusted. Students who miss interviews without just cause may be withdrawn from the placement process.

Although the PEP office does everything possible to arrange interviews during times that do not conflict with the students' class schedules, students are often required to leave class early or arrive late. It is encouraged that students inform their professors in advance of having to do so. Students are not required to miss an exam or midterm for a co-op interview, however; it is the responsibility of the student to notify the co-op staff of the conflict at the time the interview schedule is announced.

Students must have a reference page available at the time of the interview, which includes at least two references. Reference information should include: name, position title, company name, location, phone number and email address. Make sure you contact your references to get their permission well before the interview date.

It is not appropriate to ask the employer about wages during the interview. This information can be provided by the Coordinator during the ranking process.

4.1.4 Ranking of Jobs

Students are expected to rank as many "interviewed employers" as possible. By ranking a job, students are making a commitment to accept a PEP work term with the specified employer. Therefore, it is important to note that students should NOT RANK any job that they are not fully prepared to accept. Depending on the circumstances, a student who does not accept the results of the matching process will be removed from the PEP Program. See Appendix 3 ranking rules.

4.1.5 Letter of Offer

Employers are required to issue a letter of offer to the student prior to the start date of the work term. This letter is normally issued to the co-op secretary who will notify the student to drop by the office to sign their acceptance and receive a copy of the letter. A copy of the letter is also kept by the PEP Office for inclusion in the student's file.

4.2 Work Term Registration

4.2.1 Full-time Status

Students are considered, by UNB, as full-time students while working as a PEP student. Once the student has been matched with an employer, the PEP office will register the student's work term with the Registrar's office. However, Revenue Canada does NOT consider co-op work terms as full time academic periods.

4.2.2 Work Term Fee

Students registered for a PEP work term do not pay tuition fees. However, a PEP fee, \$798.00, will be charged for each four month work term registered. The fee, the same for International and Domestic students, is due at the end of Month 2 of each four month work term. See also Section 6.3.

4.2.3 Work Term Salaries

Salaries of students on work terms can vary considerably on the basis of employer, location, and numerous other factors. Since the nature of the employer ranges from non-profit organizations to large national enterprises, and costs-of-living also vary widely, there can be no rigid salary scale.

The figures below indicate “average” salaries paid to UNB Computer Science PEP students from January – December 2018. The top 5 % and bottom 5% of salaries have been excluded from all figures below.

New Brunswick	Prince Edward Island & Nova Scotia	Ontario & Western Canada
\$18.00	\$19.00	\$20.00

Students are advised to consider many factors along with salary in judging the attractiveness of jobs; these factors will include: location, nature of work, skills required, exposure to advanced technology, dress codes, living accommodations, opportunity to travel, personal career development, and other relevant topics.

4.3 General Conduct

4.3.1 Honoring Job Commitment

Students are expected to report for work as agreed and to remain for the duration of the work experience (12 or 16 months) unless the Coordinator approves other work arrangements.

4.3.2 Taking a Course during a Work Term

Students ARE NOT permitted to take a course during their first four month work term. However, if a student achieves a favorable rating on their Employer Evaluation form for their first work term they may take one course, outside of work hours, during a later work term with the approval of their work term supervisor and the PEP Coordinator.

You will pay one course fee if you do take a course during a later work term. If you are considering taking a course away from UNB you should obtain an Off-Campus Study Request Form from the Registrar’s Office. This form should be submitted, along with a Calendar description of the course, before you take the course. If approved, it will be assigned a UNB course equivalency. If a student takes more than one course during a work term without obtaining special permission, they will be withdrawn from the PEP Program.

4.3.3 On-the-job Performance

The student must maintain conscientious work habits during his or her work term. Any inappropriate behavior may prejudice the employer's opinion of the Faculty as well as the student. Unsatisfactory performance by a student on a work term is investigated by the Coordinator. As a result of this investigation, if benefits from further professional training are questionable, the student may be required to withdraw from the program.

For more information on professionalism and ethical behavior, please visit the CIPS (Canadian Information Processing Society) website: www.cips.ca/ethics

If a work experience is deemed by the Coordinator to be unsuitable, appropriate action(s) will be taken, including, but not limited to:

- Remedial intervention with the employer, on behalf of the student
- Termination of the work experience, without penalty to the student

4.3.4 Expectations

Students are reminded to keep expectations of their jobs realistic. As a professional, you will be expected to learn, practice, and perfect skills before advancing to new tasks. It would not be reasonable to expect even sixth work term jobs to be at the same level as those occupied by professionals with several years of experience.

It should be noted that it is in the best interests of both students and employers to have students busy and productive at all times. This may not always be possible, however, as difficulties with task/project readiness, nature of work or speed of progress may all come into play to thwart the continuity of a work term. As well, some employers simply may not have a challenging level of task for students to tackle (although much effort is made to meet this requirement). Students are asked to bear with employers during any such brief period of inactivity or less than stimulating assignment and use it as an opportunity for self-improvement; take the initiative to learn new things or to find tasks to do. Students should assess as quickly as possible any periods of inactivity or lack of challenging tasks. If problems are identified early, consultations with the supervisor and the Co-op Coordinator can sometimes improve existing situations.

4.3.5 Professionalism and Certification

The Canadian Information Processing Society (CIPS) is the primary organization in Canada for Information Technology (IT) professionals. CIPS chapters exist in most major centers, including Fredericton. Local professionals, including several UNB Computer Science faculty members and some students, meet periodically to discuss professional issues of local, regional, and national interest. One major area of national interest in recent years has been the need for certification of IT professionals. The Fredericton chapter of CIPS has been pivotal in advancing professional certification in New Brunswick. You can read more about CIPS at <http://www.cips.ca/>.

The I.S.P is the professional designation for information Technology professionals in Canada. It was introduced in 1989, by the Canadian Information Processing Society (CIPS). You can read more about the I.S.P. at www.cips.ca/standards/ispcert/.

To be eligible for the I.S.P., an applicant must provide documented evidence that he or she is able to meet or exceed the established criteria for academic qualifications and relevant experience. Experience must be in a role requiring the use of a significant level of IT knowledge where a high level of independent judgment and responsibility are exercised. Since UNB's 4 year Bachelor of Computer Science Program has been accredited by CIPS, its graduates will need two (2) years of professional level experience before they can qualify for the I.S.P. Clearly, it is important for PEP students to document their IT professional activities which occur during their work terms.

4.4 Communication with Coordinator

Each student is expected to maintain communication with the PEP Coordinator on all matters pertinent to the PEP Program. Specifically, this will include one meeting at the student's work place during the work term and another at the university immediately following the work term. It is therefore imperative that students on work term read their UNB email on a regular basis.

4.4.1 Work Term Record and Goal Setting

A work term record is to be updated and submitted in the Co-op & PEP database (E2O) early in the work term. The record is required by the Coordinator in order to keep track of all PEP students during the work term.

During each four-month work term students are required to set 2 personal goals (soft skills) that he or she hopes to achieve with concrete steps for attaining these. The student should keep a copy of this form and work towards fulfilling the goals set during the work term. An example of the goal setting form is found in appendix 4.

4.4.2 On-site Visit

Early in the third month of each four-month work term, the Coordinator, or a Faculty member, will arrange a visit with each student at the work place. This is to confirm that the job placement is satisfactory, and if not, to try to resolve any problems that have come up, and also to monitor the student's progress. The visitor will also plan to meet briefly with each student's Supervisor after they speak alone with the student. The student should ensure that a private meeting place is booked, so that they can speak freely.

4.4.3 Back-to-School Interview

Upon returning to campus after completing a PEP term, the student must book a meeting with his/her Coordinator. The purpose of this meeting is to review the student's experience of the past work term, the employer's evaluation, and the student's professional development as outlined in the work term report and its evaluation.

4.5. Work Term Evaluation

4.5.1 Quantity

Students hired for a 12 or 16 month PEP term must complete a satisfactory work term report and receive a satisfactory Employer Evaluation for each four-month term in order to obtain the PEP designation on their official transcript.

4.5.2 Evaluation by Employer

Student progress on work terms will normally be monitored jointly with the employer through on-site visits by the Co-op Coordinator and an employer evaluation. These evaluations must be discussed with your Coordinator upon returning to UNB.

The employer evaluates the student using an on-line form provided by the PEP staff. The Supervisor is also expected to discuss this evaluation with the student. A 'marginal' rating indicates serious difficulties; a student may be required to withdraw from the PEP Program if a marginal rating is received. This form is shown in Appendix 5 of this handbook.

4.6 Work Term Reports

In today's world, all organizations depend on good communication for their success; consequently, communication skills are of particularly vital importance to your professional career. Paramount among those skills is the ability to write effectively; therefore, report writing is considered to be a very significant part of your education.

The reports are graded, on a pass/fail basis, by the Co-op Coordinator or a faculty member from Computer Science, and are an important factor in determining if your work term is successful.

Reports must be delivered to the Co-op office within the first week back to school, or 7 days within the fifth month of an eight-month work term. Failure to submit a work report will result in the student's removal from the Co-op Program.

The objectives of work-term reports are to help you to:

- Develop technical writing skills;
- Develop skills in analytical thinking and design;
- Advance your career by giving you the opportunity to evaluate the work you have done.

Proofreading

Excessive numbers of spelling, typographic and grammatical errors are grounds for rejection of your report. All students are presumed to be able to write a report in clear, proper English, and lack of proficiency is not an acceptable excuse for a badly written report.

Confidentiality

You must discuss the issue of potential confidentiality with your supervisor well before you start writing your report. Employers will not want you to publicly reveal information that exposes company trade secrets, makes the company look bad, exposes the company to potential lawsuits, or gives other useful information to competitors.

You must make every effort to avoid a report that your employer is not willing to let faculty or staff members read. This is for two reasons: We want to learn about what you are doing, and we want to ensure that you are treated in the same way as other co-op students.

You can explain to your employer that, a) the document is not made officially 'public' in any way, and b) marking is done by a staff or faculty member within the Faculty of Computer Science. Nevertheless, this might not be enough to satisfy your employer.

Even if the bulk of your work is highly confidential, you can normally discuss issues that are non-confidential. Another approach that is often possible is to have the employer evaluate the work term report. In this case, the Coordinator will provide the employer with the appropriate evaluation form to assess the student's report.

4.6.1 Work Term Report Requirements for the 1st and 2nd Undergraduate Work Term

Undergraduate students will submit a reflective style report for their first and second work terms. This report is intended to show clearly how the experiences of each work term have contributed to the student's development as an emerging professional. The report must include a letter of submittal, title page and these 3 specified sections (2 to 4 pages) plus an appendix (professional log):

1. Introduction:
explains the work term context (who, where, when, what, why).
2. Summary:
an overview of your responsibilities, any specialized training during the term, etc. Comments should be made on the work term environment, how prepared you felt for this position, and the level of supervision and mentoring you received.

3. Professional/Personal Development:

how you were able to develop as an emerging professional, what technical and business content you learned. Most importantly, a reflection of each of your personal work term goals, including a self-assessment of the level of skill attained.

Appendix (professional log)

Each term's monthly log must be verified and initialed by the on-the-job supervisor and signed by them before the student leaves the work term. Each logged activity will be expressed in action-oriented terms (use verbs) which clearly indicate the area of involvement and the student's role. The student will type all of the needed information, including the Supervisor's name and address information, on the log page before having the Supervisor verify/initial each month's activities and sign at the bottom of the log; if two supervisors are involved in initialing and signing the log, then both of their names and job titles must appear at the bottom of the log form. If necessary, the form may be expanded to include an extra page but the table format should be preserved. The font may be shrunk, within reason, to allow the log to fit on one page. The template for the "Professional Log" is shown on the next page.



Professional Log | Co-op and Professional Experience Programs

Student Name: _____

Month 1 / yr.	Record of work activities (min. 1 entry/ month)	Verification
	1.	
	2.	
	3.	
Month 2 / yr.	Supervisor's Initials:	
	1.	
	2.	
	3.	
Month 3 / yr.	Supervisor's Initials:	
	1.	
	2.	
	3.	
Month 4 / yr.	Supervisor's Initials:	
	1.	
	2.	
	3.	
	Supervisor's Initials:	
<p>IT Professional Supervisor:</p> <p><i>Please verify that the work activities listed are complete and accurate before initialing beside the LAST line of each month's entries.</i></p> <p><i>Please sign your name in the box to the right. If another person has verified this Log, please include their name, title, and signature.</i></p>	<p>Name (printed):</p> <p>Signature:</p> <p>Job Title:</p> <p>Employer Name:</p> <p>Postal Address:</p> <p>Tel:</p>	

Professional Journal and Logs

As a part of professional practice, a personal *journal* should be carefully maintained on a daily/weekly basis by each student during the work term. The journal is a hardbound book which serves as a permanent record of the student's professional activities. The contents of the journal will identify the daily work performed, project brainstorming, important conversations concerning the work, and other relevant aspects of the work for which the student is responsible. Each daily journal entry is dated and is written in the first person in either paragraph or point form. Journals are retained by the individual student and are not typically submitted for evaluation. In some cases they can be used as a legal document in court cases or patent disputes.

The journal entries will be summarized and condensed later when preparing the entries for the *professional log* which is required for the first two work term reports and which should be useful for future consideration towards the I.S.P. professional designation. To have their Co-op or PEP experience qualify for partial credit towards the ISP designation, students graduating from IT programs such as Computer Science will need to have clear documentation available so that their work term experience may be evaluated. This work term experience must be presented in a brief but clear and complete way for consideration. It is the student's responsibility to keep their own professional logs (in both hard copy and electronic form) for any future consideration towards the I.S.P. designation.

4.6.2 Work Term Report Requirements for 3rd and 4th Undergraduate work terms

The work term report for 3rd and 4th undergraduate work term contains an analytical element, relating academic knowledge to practical experience. Its purpose is to help you develop written and analytical skills; you will not only gather information, but interpret, organize and present it clearly and understandably.

It may also allow you to examine in detail aspects of a project or the organization which you did not have the opportunity to study during your daily work. Ideally, the work will be of practical benefit to your employer.

Choosing a subject is the most important aspect of your work term report. Your employer may help in selection of a topic. This is to their advantage since their early contribution can lead to a report that will be of direct use to them. Your "outside" objective view of a problem or situation can benefit the organization.

The report must be analytical in nature. In other words, the report must do one or more of the following:

- Explain why something is the way it is.
- Give thoughtful commentary about what is good and bad about something (pros and cons, advantages and disadvantages).
- Discuss problems faced by you, the company or its customers and explain how they were solved and why they were solved that way.

- Discuss how something could be improved.
- Document where you are getting all of the information for your report and that you are providing references to your sources.

Reports filled with large amounts of technical facts are not acceptable. Technical facts should only be presented to justify an argument or to give just enough background material so that the reader can understand the remainder of the report.

Most common types of reports written for employers fail to meet the above guidelines as they generally focus on the results or a product and not the student's role in the work:

- reference manuals, user guides, configuration guides: never acceptable;
- design documents: only acceptable if the bulk of the report focuses on explaining the rationale for design decisions and your role in those decisions;
- specifications or requirements documents: unacceptable, unless the majority of the document explains in detail the rationale for the requirements and your role in the creation of the document;
- research reports where you have gathered information on a certain topic: unlikely to be acceptable.

Reports edited by company staff are not acceptable, unless they were reviewed solely for confidentiality reasons.

If a report you have written for your employer does not meet the above criteria, you may still be able to take the report as it stands and enhance it so that it does meet the criteria –effectively creating a new document based on the original. If you do this, you should say so in your letter of transmittal. For example, if you have written a very long document with many technical details, you can cut out most of the technical details and enhance the analytical component as well as explain your role in the work.

Finally, the work term report is a permanent record of your work and, if well done, serves faculty, other co-op students and potential employers as an example of your abilities.

Unity of Theme

Your report should mention all the work you were asked to perform in the introduction so the reader can clearly understand your entire work term duties, but then should concentrate on one topic, so it is a coherent in depth discussion of that topic rather than a superficial report on many things. The introduction should explain the key ideas you will be discussing, with the body of the report providing detailed discussion. The conclusion should summarize what you have said. The entire report should be written to an audience of other students in the same program as yourself, not your manager or the

professor who might read your report later. Anything that you did not know from your studies to that point and is needed to understand the report will have to be explained in the report.

It is important that all the information presented in the report be there for a valid reason. Do not add additional material just so the report is the required length, instead expand on the discussion to meet length requirements or choose another topic for the entire report. This applies also for appendices - only add appendices if they serve to justify points you have made in the body of the report. For example, don't include large amounts of source code; if you feel source code is truly necessary to illustrate points you are making - provide only a few samples (maximum 100 lines) and normally put these in an appendix.

Length of Report

Your report must contain at least 9 pages of single-spaced text (12 point Times New Roman font or similar, using a standard report format). The main body of the report must be at least 4500 words. You should also, in addition, include figures, tables, appendices, etc., as necessary. The total length of the report should not exceed 15 pages (7500 words). Normal reports are the equivalent of 8 to 10 pages (4000 to 5000 words). Figures, tables, program listings, quoted material and the like do not count in report length.

References

You must pay very careful attention to explain where all of the information in your report comes from. This means that you must give full references for all the ideas you talk about (not only quotations).

Remember that referencing material improperly exposes you to a charge of plagiarism. This serious academic offence results in a failed report and possibly further University sanctions. See the UNB Calendar for further details:

<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/viii-academicoffences/index.html>

Report Requirements

1. Letter of Transmittal

The letter of transmittal should be single-spaced and follow good business format. It should be addressed to the PEP Coordinator and include the following information:

- Your name and student number.
- Name of employer and name of supervisor.
- Position held.
- Title of report submitted.

- Relationship between work performed and the submitted documents (if any).
- The work term completed (first, second, etc.).
- Acknowledgment of assistance and statement that the report is your own work.

You can also use the letter to pass on any further information regarding the work term or the report.

2. The Report

Please note the following requirements for this PEP report:

- All pages should be numbered (including any appendices);
- References to other publications or to appendices should be precise (page numbers, etc.);
- Avoid adding generic descriptions of the company or products unless relevant to your topic;
- Add a glossary if the text includes numerous technical terms;
- The appendix may contain such items as lengthy tables, computer code or maps;
- Use of figures, graphs, or histograms may add clarity and shorten your text;
- Organize your report in sections and use headings;
- Use a font size of 12 point (14 point for headings) and **single** line spacing.

3. Report Relationship to CS 3997, CS 4983, and CS 4997

Work that is submitted to fulfill the requirements of a PEP report are normally **not** to overlap with reports that are submitted to fulfill the requirements of CS 3997, CS 4983 or CS 4997. If a student wishes to have overlap between reports, then they must first receive *written permission* from the co-op director and the instructor of the CS 3997/4983/4997 course.

Contacting the PEP Coordinator

If your PEP work term involves unusual circumstances, and you are therefore unsure about whether your report meets the above requirements, you should contact the PEP Coordinator. You should do this by e-mail since the Coordinator has a large number of students to deal with, and a record of the discussion is important to have in case there is a problem later. Before contacting the Coordinator, please be sure to re-read these guidelines to ensure that your question has not been answered. In your e-mail, explain the difficulties you are having and provide the outline for your proposed report. The Coordinator will then indicate whether you are on the right track. In the end, you remain responsible to ensure that your final report meets the requirements.

4.7 Student Records

Each successful work term, including dates and location, will be noted on the student's transcript. The overall evaluations of both the work term performance and the work term report are recorded on the student's Work Term Record for each work term within their co-op sequence within their E2O account.

4.8 Graduation

Students will normally have at least one full time study term after their last work term. Upon graduation a successful PEP student will have the designation "Professional Experience Program" following their degree on their official transcript.

4.9 Exemptions

Exemptions or deviations from any of the work term requirements can only be granted with the specific approval of the PEP Director. Appeals may be made to the Dean of the Faculty of Computer Science.

5. STUDY TERM REQUIREMENTS - Undergraduate Students

5.1 Course Selection and Planning

PEP students are required to complete all the requirements of their degree program. You may also choose to work towards an Honours designation, but this is not a requirement. You may want to consider using your elective courses to study other subjects of interest to you.

Planning your program and course selections ahead is very important. This will help you avoid being limited in your course choices later on or even delaying your graduation. You should regularly refer to the UNB Calendar (or revisions) and consult with the appropriate academic advisor to plan your program and to confirm that you are meeting the degree requirements.

Issues related to course planning which are of particular relevance to PEP students include:

- * Many upper year courses require prerequisite courses that need to be taken early in the program for everything to fit.

Since most timetabling and course availability concerns require considerable lead time to solve, please report any problems to the Director as soon as you perceive them; otherwise the problem may be impossible to resolve at a later date.

5.1.1 Course Selection Specifics

Students generally take five courses in their first study term (S1) and five or six in most remaining study terms.

Students are cautioned against taking too many Computer Science courses (e.g., more than 3 per term) in their early terms. Employers are usually interested in seeing students focus on one or two elective areas along with the Computer Science content. So remember to plan your elective interests into your program in a consistent and meaningful manner. Keep in mind that some Computer Science courses require more time than others do, especially programming courses. Balance your course selection each term.

Students should not drop or change courses without discussing the ramifications with an academic advisor.

5.2 Exemptions

Exemptions or deviations from any of the study term requirements can only be granted with the specific approval of the Co-op Director. Appeals may be made to the Dean of the Faculty of Computer Science.

6. FINANCIAL

6.1 Canada Student Loan Program (C.S.L.P)

During your Co-op Term(s), students are still eligible to apply for both Canada Student Loans (CSL) and Provincial Student Loans (PSL). Please contact your Provincial Student Aid Department for CSL and PSL regulations (or visit the following website www.canlearn.ca). If you are a resident of the province of *New Brunswick*, please review the on-line student loan application located at www.studentaid.gnb.ca.

When submitting your application for student loan funding, please state that you wish to be considered for a 4 (or 8) month period as a Co-op student.

It is also your responsibility to advise your Provincial Student Aid Branch of your Co-op earnings and any adjustment to these resources.

If you have received a CSL or PSL prior to your Co-op term, it is your responsibility to ensure that a "Schedule 2" is sent to both your federal and provincial loan provider every six months to confirm your student status. UNB's Financial Services (located in the IUC Building) can provide you with a signed "Schedule 2" form upon payment of current fees. These forms must be submitted in a timely fashion.

Government loan regulations now prohibit the banks from accepting back-dated forms - so those students who delay (even accidentally) will be forced to pay interest immediately.

If you require further information or clarification on your Provincial Student Assistance Program, please contact UNB's Financial Aid Office at (506) 453-4796 or by e-mail at (finaid@unb.ca).

6.2 Scholarships and Bursaries at UNB

Students with GPA's above 3.0 should apply for scholarships/awards every year as the minimum GPA for awards will vary somewhat from year to year. Even if your marks are not "really high" you may be eligible for a scholarship.

The Undergraduate Awards Office is fully aware of the PEP Program and will treat PEP students fairly in all respects. This means that you are eligible to be considered for financial awards during each of your study and work terms. Effective 2004-2005, Co-op and PEP work terms qualify as eligible terms for scholarship support. The assessments of full time PEP students for scholarships in 1990-91 and thereafter whether for one or two study terms will be based on the immediately preceding "Scholarship GPA" (*see UNB Undergraduate Calendar Section BVIII, C.5 for GPA definition*) regardless of whether it contains one or two study terms. Note that awards decisions are usually made in June; this means that PEP students' summer awards will be based on and extended from the preceding year. Consult the Awards Office for further details.

6.3 UNB PEP Work Term Fees

A work experience fee (\$798.00) is levied for the first three four-month work periods of a 16-month work term. This means that for the final 4 months of a 16-month work term (with the same employer) there is no work term fee. This work experience fee is non-refundable after the beginning of the work experience. The Co-op fee is not a placement fee. In addition to covering general expenditures (overhead, equipment & staff time) the co-op fee helps cover the following expenses:

1. Job and employer development
2. Booking co-op job interviews
3. Travel/phone costs associated with co-op site visits
4. Developing and delivering professional development sessions for students
5. Discussing job options and locations

It is the student's responsibility to find out what fees they owe. PEP students are NOT required to pay a tuition fee, Technology fee and Building Expansion fee during their work terms. If a student has existing Health Insurance they are eligible to "opt-out" of UNB's plan with proof of coverage and a completed "UNB Opt-Out form".

International Students with student visas do not qualify for Medicare coverage. Basic health coverage for International Students is provided through an insured Medicare-equivalent plan administered by the University. It is the student's responsibility to contact UNB Financial Services for fees and details of this Medicare-equivalent plan.

Please consult the Assistant Comptroller (Fees) regarding any difficulties, irregularities, or other concerns regarding fees.

7. MISCELLANEOUS

7.1 Living Accommodations and Relocation Costs

Most employers will assist co-op students in locating accommodations in remote areas. It is advisable to discuss this concern with your employer during the interview process. The UNB residence program will consider co-op students for residence during both study and work terms. Limited residence facilities may also be available in the summer term.

At September registration, 60% of the yearly residence rate is normally charged. PEP students who can demonstrate that they will be leaving on a January work term may request a fee of about 50% at the payment desk; the exact fee will be based on the number of days in the fall term.

Some employers contribute to travel costs between the university and the work location. Travel expenses directly related to the job would normally be assumed by the employer. Moving expenses that are not reimbursed by the employer may be eligible as a tax deduction. Consult Revenue Canada for current eligibility decisions.

7.2 Medical Expenses Outside New Brunswick

Students, married or single, from New Brunswick, temporarily absent but still registered at university are covered by Medicare N.B. for up to a 12 month period provided they do not establish residence elsewhere and they contact the Medicare NB office to indicate their out of province status. Most physicians in Canada participate in the Medicare program; those who do not will require patients to pay them and then seek reimbursement from the provincial agency. Students on work terms outside the province will find that some participating doctors will agree to submit claims directly to N.B. Medicare; others may require the patient to pay directly and then seek reimbursement. Hospital care is available in all provinces on a reciprocal basis and should pose little difficulty. Where reimbursement is made, it is done at prevailing New Brunswick rates, which may vary from those in other provinces. Ambulance services and prescription drugs must be covered by other plans such as Blue Cross. Complete details can be obtained from Medicare N.B. in the form of a pamphlet available upon request.

If you find that you must personally file a claim for physician's services obtained while outside New Brunswick, be careful to get a detailed receipt including:

- (1) date services rendered
- (2) physician's name and address (legible)
- (3) description of services provided
- (4) diagnosis (if possible), and
- (5) fee charged for each service.

Send this receipt to Medicare N.B. requesting reimbursement outlining your:

- (1) N.B. Medicare number
- (2) patient's full name and complete postal address and phone
- (3) patient's birthdate and sex
- (4) date of departure from New Brunswick
- (5) expected date of return to New Brunswick, and
- (6) reason for absence (state "UNB Computer Science Co-op Education").

Claims correctly submitted are usually settled within 4-6 weeks; others take substantially longer. If you obtain medical attention near the end of the work term, you may find it more convenient to file your claim immediately on returning to Fredericton.

If problems occur, please keep the Co-op Office informed so that we can try to help you and also be better equipped to advise and help other students in the future.

7.3 Problems or Difficulties during the Work Term

The PEP Program attempts to offer only positive experience work term placements, but occasionally difficulties may arise. These may include prejudice, sexual or verbal harassment, loneliness, or the feeling of being overwhelmed. Sexual harassment is defined as "unwanted attention of a sexual nature, often with an underlying element of threat or coercion. It can also include sexist remarks or verbal abuse directed towards a person or a gender" (UNB Sexual Harassment Information pamphlet). Students encountering any such problems at the work place are encouraged to contact his/her Co-op Coordinator **ASAP** so that we may help to resolve the situation or, if necessary, look for an alternate work placement.

7.3.1 Overtime

Students should expect that some overtime work may be a normal requirement of their job, particularly when dealing with project deadlines. However, unexpected, excessive overtime requirements need to be addressed. Typically, regular overtime is covered by time off later, or occasionally by additional payment.

APPENDIX 1

The PEP Hiring Process

Within the Faculty of Computer Science Co-operative Education Programs, software is used by students and the Co-op office to conduct the job competition on-line.

The normal sequence of events leading to the filling of PEP work term positions is as outlined below:

- (a) The employers submit their job descriptions (see template on page 37) on-line where it is approved by the Co-op office and posted on the Co-op Job Booklet which is viewed by the eligible co-op students.
- (b) All commitments between "returning" students and employers are finalized before the application day.
- (c) The eligible co-op students log into E2O, linked on their myUNB portal, and follow these steps:
 1. Click on SEARCH POSTINGS followed by FOR MY PROGRAM
 2. Upload resume, cover letters and transcript
 3. Apply on-line for each job on or before due dates
- (d) The Co-op office releases applications to the employers.
- (e) The employer downloads their applications for screening and responds to the Co-op office with a "short list" for interviewing and some indication of preferred interview dates, etc.
- (f) The Co-op office establishes the interview schedule, confirms this with the employers, and notifies students by email.
- (g) The employer conducts the interviews on campus and ranks the applicants in order of preference. An employer may submit different rankings for different positions. The employer agrees NOT to contact the students directly with job offers or information about the rankings; such attempts to circumvent the normal process not only cause problems for many others, they also reflect poorly on the motives and practices of those involved. Remember that the existing placement process is intended to serve the best interests of all students and employers, not just a select few.
- (h) Students are informed in a general manner which employers ranked them and which did not rank them at all. In this way, a student will not waste a ranking on a job that is not available to the student.
- (i) The students will similarly rank the positions (for which they were interviewed) in order of preference. Students should NOT RANK any job that they are not fully prepared to accept. In addition, students agree NOT to attempt to negotiate with the employer outside this process.
- (j) The Co-op office matches the jobs and the students on the basis of both sets of rankings and other program constraints such as obligations to current employers

and students. The decisions are verified by telephoning the employer. Students are notified verbally once the employers have been contacted. Once placed, students **DO NOT PURSUE** any other job possibilities.

- (k) The employer promptly forwards a written letter of offer to the student through the Co-op office and encloses a photocopy of this letter to be placed on file in the Co-op office. No offers are to be made directly to these students earlier in the recruitment/interview cycle.
- (l) Once the placements are finalized, the students are notified by the Co-op office of their position and are required to write a letter of acceptance to the employer with a copy to the Co-op office. Students are to ignore any direct offers from employers other than the offer which results from the ranking/matching process.
- (m) Any remaining or late positions are filled as quickly as can be arranged on an individual basis.

The approximate timeframe for this process is shown below; the exact dates for any given work term will be set by the Coordinator early in the preceding term and the employers and students will be informed.

	FOR WORK	TERM BEGINNING	IN
ACTIVITY	MAY	SEPTEMBER	JANUARY
Job Postings due	January-February	May-June	September-October
Posting available via website	end January	mid May	end September
Returning Commitments Confirmed	end January	end May	end September
Students Submit Applications	early February	end May	early October
Applications downloaded by Employer	early February	end May	early October
Screening	early-mid February	end May/early June	early-mid October
Interviews & Ranking	end February	mid June	end October
Matching Process	end February	mid June	end October
Offers and Replies	early March-April	end June	early November-December
"Second Round"	April	mid June & early August	December
Exam Period			

There is no guarantee that a job will be available for every student or that every position will be filled although every effort will be made to arrange optimum employment opportunities.

Date: _____

**UNB FACULTY OF COMPUTER SCIENCE
CO-OP JOB DESCRIPTION**

EMPLOYER: _____ LOCATION: _____

JOB TITLE: _____

RESPONSIBILITIES & DUTIES: _____

EMPLOYMENT DATES: From: _____ 20____ To: _____ 20____

DURATION OF TERM: 4 months 8 months consider 4 or 8 months

EMPLOYER FUNDING OF POSITION(S): firm pending other _____

NUMBER OF STUDENTS REQUIRED: _____

SALARY SCALE: _____

REQUIRED QUALIFICATIONS: _____

OTHER DESIRABLE QUALIFICATIONS: _____

COMMENTS: _____

ADDRESS APPLICATIONS TO:

Contact Person: _____ Title: _____

Address: _____

APPENDIX 2
Co-op Program Contact People

	<u>PHONE</u>	<u>EMAIL</u> (@unb.ca)
<u>Faculty of Computer Science, UNB</u>		
Dr. Luigi Benedicenti, Dean	(506) 458 7265	Luigi.Benedicenti
Dr. Paul Cook, Co-op Director	435-5084	paul.cook
Ms. Patricia Meng, Co-op Coordinator	447-3327	pmeng
Ms. Shelley Zimmerman, Co-op Coordinator	453-5122	szimmerm
Ms. Candace Currie, Co-op Assistant	447-3391	candace.currie1
Fax Number	453-3566	
 <u>Registrar's Office, UNB</u>		
Ms. Shawna Bergin, Registrar	453-3531	sbergin
 Ms. Caitlin Cumming, Co-op Contact	 453-7856	 caitlin.cumming
 <u>Financial Services, UNB</u>		
Ms. Alexandra Ferris, Acting UNB Comptroller	453- 4619	Don.Harrington
Ms. Jennifer Mazerolle, Co-op Contact	458-7177	jenmaz
 <u>Undergraduate Awards - Registrar's Office UNB</u>		
Ms. Vicki Sparks	453-4894	vicki
 <u>Financial Aid Office, UNB</u>		
Ms. Shelley Clayton, Director	453-4796	clayton
 <u>Medicare, Dept. of Health & Community Services</u>		
Local (Fredericton only)	453-2577	
Non-Local (outside of Fredericton & NB)	1-800-667-5626	
 <u>UNB Student Employment Service</u>		
Ms. Anita Connolly, Director	453-4620	anita.connolly

Web Address

www.cs.unb.ca/co-op

Mailing Addresses:

University of New Brunswick
Faculty of Computer Science
550 Windsor Street, ITC Building
Fredericton, New Brunswick
E3B 5A3
Fax: 506.453.3566

APPENDIX 3

Student Rules for Ranking

1. I understand that by ranking my PEP interviews I am committing myself to taking any job(s) that I rank. Therefore I will NOT rank any job that I am not fully prepared to accept.
2. I **will not** pursue any other PEP jobs once I have been matched to a PEP position.
3. I understand that I am not permitted to enroll in any courses during my first work term. I may take one course during subsequent work terms with permission from the Co-op Coordinator and the employer.

Please sign your name to indicate your willingness to abide by the above regulations. A copy will be kept on file.

NAME: _____
Please Print Clearly

Signature: _____

Date: _____

Coordinator: _____

APPENDIX 4

Work Term Goals

Student Name:

Supervisor Name:

Supervisor Signature:

Work Term Goal 1:	(state your goal in a complete sentence)
Steps to Achieve Goal 1:	
How will you Measure the Success of Goal 1:	
Work term Goal 2:	(state your goal in a complete sentence)
Steps to Achieve Goal 2:	
How will you Measure the Success of Goal 2:	

APPENDIX 5



Co-op Student Work Term Performance Evaluation

Student: _____ Date: _____
Employer: _____ Location: _____
Start of term: _____ End of term: _____

The evaluation process is instrumental to a student's personal and career development. Students appreciate an assessment of job performance and welcome constructive feedback. Thank you for taking the time to complete this evaluation and discussing it with your student.

SUPERVISOR'S GUIDELINES FOR COMPLETION

The *Co-op Student Evaluation Form* outlines standards of job performance, complete with descriptions of each possible rating. Consider your students current degree of performance in each area of work, and evaluate accordingly. Mark the box corresponding with the rating you feel best represents your student's performance.

End of Term Evaluation: The submission of this completed evaluation form is required for the successful completion of the work term Please fill out this form near the end of the student's work term, and:

- Discuss the overall evaluation with your student
- Attempt to provide concrete examples of work related performance in each category during review discussion
- Provide the student with an opportunity to have a discussion with you about each performance rating
- This evaluation will become a part of the students work term record automatically upon completion. Please feel free to print a copy for your records

INTEREST IN WORK: responsibilities are performed with diligence and enthusiasm				
<input type="checkbox"/> High interest, very enthusiastic, takes pride in doing work well	<input type="checkbox"/> More than average amount of interest and enthusiasm	<input type="checkbox"/> Satisfactory amount of interest and enthusiasm	<input type="checkbox"/> Little interest or enthusiasm shown	<input type="checkbox"/> Not Evaluated
INITIATIVE/PRO-ACTIVITY: the ability to perceive and carry out required tasks without supervision and to anticipate the organization's needs				
<input type="checkbox"/> Self-starter, and asks for additional work	<input type="checkbox"/> Displays initiative consistently	<input type="checkbox"/> Acts voluntarily in routine situations	<input type="checkbox"/> Lacks initiative, must be told frequently what to do	<input type="checkbox"/> Not Evaluated
PLANNING AND ORGANIZING: the ability to manage time effectively so as to complete assigned task and meet deadlines				
<input type="checkbox"/> Does an outstanding job of planning and organizing work and time	<input type="checkbox"/> Plans and organizes work and time effectively	<input type="checkbox"/> Does average amount of planning and organizing	<input type="checkbox"/> Fails to plan and organize work and time effectively	<input type="checkbox"/> Not Evaluated
SETTING GOALS: Identified areas to improve and established measurable steps and timeframe to achieve results				
<input type="checkbox"/> Developed goals for the work term early and made excellent progress in working towards them	<input type="checkbox"/> Developed goals for the work term early and showed some effort in working towards them	<input type="checkbox"/> Showed minimal effort early in the term to set goals; demonstrated no follow-up activity	<input type="checkbox"/> No evidence that the student set goals for the term	<input type="checkbox"/> Not Evaluated
ADAPTABILITY: a positive attitude towards change and a the ability to change easily to fit different conditions				
<input type="checkbox"/> Does an outstanding job of managing assignments, setting priorities and adapting to change	<input type="checkbox"/> Excellent ability to set priorities and adapt to changes in the work environment	<input type="checkbox"/> Average ability to set priorities and adapt to changes in the work environment	<input type="checkbox"/> Lacks the ability to set priorities and adapt to change	<input type="checkbox"/> Not Evaluated
Comments:				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				

QUALITY OF WORK: the precision of duties performed				
<input type="checkbox"/> Very thorough in performing work, excellent attention to detail with few errors if any	<input type="checkbox"/> Usually thorough, good work with Few errors	<input type="checkbox"/> Work usually passes review and has acceptable number of errors	<input type="checkbox"/> Has an unacceptable number of errors for a student	<input type="checkbox"/> Not Evaluated
QUANTITY OF WORK/PRODUCTIVITY: the ability to produce the desired results				
<input type="checkbox"/> Highly productive	<input type="checkbox"/> Very good amount of productivity	<input type="checkbox"/> Satisfactory productivity	<input type="checkbox"/> Less work than expected without good reason	<input type="checkbox"/> Not Evaluated
CREATIVITY: the ability to identify and suggest new ideas to get the job done				
<input type="checkbox"/> Continually offers new ideas; extremely imaginative	<input type="checkbox"/> Frequently offers new ideas; imaginative	<input type="checkbox"/> Has average imagination and a reasonable number of new ideas.	<input type="checkbox"/> Rarely offers new ideas: limited imagination	<input type="checkbox"/> Not Evaluated
PRACTICALITY: mindful of results, advantages and disadvantages				
<input type="checkbox"/> Work shows outstanding balance between practical and theoretical	<input type="checkbox"/> Work shows very good balance between practical and theoretical	<input type="checkbox"/> Work shows satisfactory balance between practical and theoretical	<input type="checkbox"/> Student has trouble using related theory or in seeing important practical issues	<input type="checkbox"/> Not Evaluated
JUDGEMENT: the ability to think critically and logically to evaluate situations, solve problems and make decisions				
<input type="checkbox"/> Decisions always based on thorough analysis of the situation	<input type="checkbox"/> Usually makes good decisions	<input type="checkbox"/> Decisions are satisfactory in routine situations	<input type="checkbox"/> Decisions often based on inadequate analysis of the situation	<input type="checkbox"/> Not Evaluated
Comments:				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				

PROBLEM SOLVING SKILLS: ability to reach a solution

<input type="checkbox"/> Highly adept and innovative	<input type="checkbox"/> Adept at solving problems	<input type="checkbox"/> Satisfactory problem solving abilities	<input type="checkbox"/> Exhibits inadequate problem solving abilities	<input type="checkbox"/> Not Evaluated
------------------------------------------------------	----------------------------------------------------	-----------------------------------------------------------------	------------------------------------------------------------------------	----------------------------------------

DEPENDABILITY/RESPONSIBILITY: the accountability for actions taken

<input type="checkbox"/> Reliable in any situation	<input type="checkbox"/> Reliable in most situations	<input type="checkbox"/> Reliable in routine situations	<input type="checkbox"/> Unreliable: requires close supervision	<input type="checkbox"/> Not Evaluated
----------------------------------------------------	------------------------------------------------------	---------------------------------------------------------	-----------------------------------------------------------------	----------------------------------------

TEAM WORK: the ability to get along with and help others, to recognize and respect people’s diversity and individual differences

<input type="checkbox"/> Always works in harmony with others. Is an excellent team worker and contributes to group relationships and effectiveness	<input type="checkbox"/> Congenial and helpful, works well with associates. Seen as an asset in furthering co-operation and group harmony	<input type="checkbox"/> Relations with others are harmonious under normal circumstances	<input type="checkbox"/> Frequently quarrelsome, cause’s friction. Uncommunicative and withdrawn to the point of having an adverse effect on group	<input type="checkbox"/> Not Evaluated
----------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------

SELF-ASSUREDESS: the ability to express ideas and thought directly and honestly without offending or being inconsiderate to the other party

<input type="checkbox"/> Always polished, confident and considerate presence within the workplace	<input type="checkbox"/> Often demonstrates confidence and consideration when presenting themselves within the workplace	<input type="checkbox"/> Has difficulty demonstrating confidence and consideration when presenting themselves within the workplace	<input type="checkbox"/> Never demonstrates confidence and consideration when presenting themselves within the workplace	<input type="checkbox"/> Not Evaluated
---------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	----------------------------------------

RESPONSE TO FEEDBACK: ability to take suggestions and feedback

<input type="checkbox"/> Responds maturely and positively to suggestions and feedback from supervisor. Very open minded	<input type="checkbox"/> Willingly accepts suggestions and feedback from supervisor	<input type="checkbox"/> Accepts suggestions and feedback from supervisor in a satisfactory manner	<input type="checkbox"/> Often responds negatively to suggestions and feedback from supervisor	<input type="checkbox"/> Not Evaluated
-------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	----------------------------------------

Comments:

COMMUNICATION – WRITTEN: effective reading and writing (Including Work Reports, If Applicable)				
<input type="checkbox"/> Exceptionally clear, well organized and concise	<input type="checkbox"/> Clear, organized and concise	<input type="checkbox"/> Satisfactory writing skills	<input type="checkbox"/> Inadequate skills	<input type="checkbox"/> Not Evaluated
COMMUNICATION – ORAL: effective speaking and listening				
<input type="checkbox"/> Exceptional communication; clear, well organized and easily understood	<input type="checkbox"/> Clear and understandable	<input type="checkbox"/> Satisfactory communication	<input type="checkbox"/> Inadequate communication	<input type="checkbox"/> Not Evaluated
LEADERSHIP QUALITIES: the belief in ones' own ability, power, and judgement				
<input type="checkbox"/> Excellent ability to motivate and direct others	<input type="checkbox"/> Frequently demonstrates the ability to motivate and direct others	<input type="checkbox"/> Sometimes demonstrates the ability to motivate and direct others	<input type="checkbox"/> Presently lacks ability to motivate and direct others	<input type="checkbox"/> Not Evaluated
ADAPTABILITY AND RESOURCEFULNESS: a positive attitude towards change and the ability to change easily to fit difference conditions				
<input type="checkbox"/> Easily adapts to change and makes excellent use of available resources to solve problems	<input type="checkbox"/> Adapts well to change and makes good use of available resources to solve problems	<input type="checkbox"/> Satisfactory adaption to change, but does not always use available resources	<input type="checkbox"/> Adapts poorly to change and does not use available resources	<input type="checkbox"/> Not Evaluated
Comments:				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				

Additional Supervisor's Comments

Comment on the student's overall job performance including things such as attendance and personal presentation. Please provide suggestions for additional academic or work exposure.

_ OVERALL PERFORMANCE EVALUATION

- Outstanding (Exceptional performance or unique contribution. This rating is **reserved for only those few students** who have distinguished themselves by their unique contribution or exceptional performance. Your written comments are required below in order to register the rating of Outstanding).

- Excellent (Exceeded job requirements in all areas)

- Very good (Exceeded job requirements in one or more key areas)

- Good (Met all job requirements)

- Satisfactory (Need for improvement identified in one or more key areas)

- Marginal (Needs improvement in many key areas)

APPENDIX 6

The Cover Letter

Your resume must be accompanied by a covering letter when applying for Co-op jobs. The purpose of such a letter is to formally introduce yourself to the prospective employer and to interest them in reviewing your resume.

An effective cover letter is one which includes the following:

- reference to the particular job or type of position for which you are applying
- demonstrates how aspects of your education, work experience, skills, abilities, interest and knowledge qualify you for the position
- shows evidence of your knowledge of the company (this shows the employer you are enthusiastic about their job and you have taken the time to learn more about their organization)
- closes with a request to discuss your qualifications during an interview

A good cover letter takes time to produce and should be only one page in length. It is essential that you take the time to make each one as effective as possible.

Cover Letter Format

Paula Manning

February 8, 2008

Mr. John Turner
Manager
ABC Company
12 George Street
Fredericton, NB
E3B 1K1

Leave 1 blank line

Re: Co-op Position ←Reference specific job information provided in the job description

Dear Mr. Turner:

Leave 1 blank line above and below the salutation

In the 1st paragraph identify the position you are applying for □ I am writing in response to your request for a Co-op student (*Junior Programmer, etc.*) as advertised. . . .

In the next paragraph or two describe why you are interested in the position, what qualifications you have that pertain to the position, and any additional skills you feel make you a good candidate. Use key words from the job description.

The closing paragraph should be brief. Thank them for considering you as an applicant

Thank you for your consideration. I look forward to discussing my qualifications with you during an interview.

Yours truly,

Paula Manning

Attached: Resume
Transcript

APPENDIX 7

The Resume

The basic aim of your resume is to get interviews with employers. The following basic principles of resume writing will help create an effective resume.

1. **Keep it brief:** Your resume is an overview of your qualifications – not your life story. Busy employers do not have time to read lengthy resumes. One to two pages is the standard for a resume, make every word count.
2. **Format:** Use reverse chronological (latest first) order to list your education and work experience. Always include: NAME, EDUCATION, WORK EXPERIENCE, SKILLS (technical and non-technical), RELEVANT COURSE OR PROJECT WORK, VOLUNTEER WORK, PERSONAL INTEREST AND HOBBIES, AWARDS AND REFERENCES (available upon request).
3. You want your resume to create a positive first impression. To achieve this, it must look professional:
 - a. Use a reverse chronological format
 - b. Keep to 1 to 2 pages
 - c. Clean layout, section headings stand out
 - d. Consistent font size and type (10 - 12 pt.)
 - e. Keep it neat, logical and professional
 - f. Contain no typing or spelling mistakes
 - g. Contain no attention-getting gimmicks
4. **Describing your Work Experience:** Use bullets to list your accomplishments and results for each job you add to your resume. Listed below are examples of the wrong way and correct way to describe your work experience:

Poor Experience Description

- Intermediate Programmer
 - I programmed software.
 - I tested software.
 - I debugged software.
 - I worked in a team.
 - I trained new grad hires to program and test software.

Good Experience Description

- Independently programmed award-winning educational software using C++
- Developed innovative quality assurance and software testing plans. Product shipped with 15 percent less customer support calls than previous versions
- Carefully analyzed critical support calls and efficiently resolved customer issues.
- Confidently led a team of three junior programmers who exceeded department goals and received promotions.

5. Resume Skills Defined:

- **Personal qualities** – similar to personality traits. How you naturally do things.
- **Personal skills** – developed from education, work, hobby, social and other life experiences. Can be applied in many settings and contexts. Unique to each person
- **Transferable skills** – necessary for any role and can be transferred across diverse work opportunities

Personal Qualities WHO	Personal Skills HOW	Transferable Skills WHAT
accurate, attentive, careful, confident, consistent, dedicated, dependable, honest, optimistic	Flexible, learn quickly, organized, energetic, efficient, punctual, precise, resourceful	Manage change, communicate effectively, self-motivated, demonstrate leadership, get results, team player, plan and organize.

Skills Employers Look For

- **Communication** – written and oral combined with good listening skills
- **Flexible and Adaptable** – positively deals with changing circumstances
- **Self-Starter** – do not wait to be told what to do
- **Problem Solver** – can analyze issues and propose effective solutions
- **Honest** – own up to your mistakes, everyone makes them
- **Team player** – being able to work well with others
- **Enthusiastic** – eager to get involved and make a contribution
- **Dependable** – consistently meets or exceeds expectations

Resume Checklist

- Are there any typing, spelling or grammar errors?
- Can the average reader understand what I am saying?
- Is my writing style simple, direct, and as powerful as possible?
- Are paragraphs short and to the point?
- Have I eliminated redundancies and similar examples?
- Are my accomplishments clearly highlighted?
- Is the layout simple, professional and attractive?
- Is Work Experience and Education documented in reverse chronological order?
- Have personal and transferrable skills been highlighted?

Common resume writing mistakes

1. Too long (preferred length is two pages)
2. Disorganized: information is scattered around the page – hard to follow.
3. Over written: long paragraph and sentences – takes too long to say too little.
4. Not results oriented: does not include employment related accomplishments.
5. Included personal information: height, weight, sex, health and marital status are not needed on today's resume.
6. Misspellings, typographical errors and poor grammar: resumes should be carefully proofread before they are submitted
7. Too fancy: fancy typeset, images, too many lines or borders can be distracting.

If you are having any problems creating your resume, please consult your Co-op Staff

Resume Adjectives and Action Verbs

The following is a sampling of adjectives and action verbs which may help you in describing your personality and accomplishments.

ADJECTIVES:

accurate	dynamic	original
active	effective	patient
adaptable	efficient	perceptive
analytical	energetic	practical
artistic	flexible	professional
calm	forceful	progressive
capable	helpful	productive
competent	humorous	punctual
confident	imaginative	reliable
conscientious	independent	resourceful
creative	industrious	responsible
critical	innovative	skillful
dependable	insightful	successful
determined	logical	supportive
diligent	methodical	thorough
diplomatic	organized	versatile

ACTION VERBS:

achieved	constructed	estimated	installed
adapted	contrasted	evaluated	instituted
adjusted	coordinated	examined	instructed
administered	corresponded	expanded	introduced
advised	counseled	expedited	invented
altered	created	expressed	investigated
analyzed	critiqued	facilitated	itemized
appraised	defined	finalized	launched
assembled	delegated	forecasted	lead
assisted	delivered	formulated	learned
audited	demonstrated	founded	lectured
budgeted	described	generated	liaised
built	designed	guided	maintained
calculated	determined	identified	marked
calibrated	developed	illustrated	measured
categorized	devised	implemented	mediated
collected	directed	improved	minimized
communicated	displayed	incorporated	modeled
compiled	documented	increased	modernized
composed	edited	influenced	modified
computed	eliminated	informed	monitored
conducted	enhanced	initiated	motivated
configured	established	inspected	negotiated

observed
obtained
operated
ordered
organized
oriented
oversaw
performed
persuaded
planned
predicted
prepared
presented
processed
produced
programmed

projected
promoted
proposed
recommended
reconciled
recorded
redesigned
reduce
referred
reorganized
repaired
reported
represented
researched
resolved
restored

reviewed
revised
scheduled
searched
secured
selected
separated
served
set up
simplified
sketched
sold
solved
started
studied
summarized

supervised
supplied
taught
tested
trained
transformed
translated
troubleshoot
tutored
uncovered
updated
upgraded
utilized
verified
weighed
wrote

Resume Template

Full Name
UNB Faculty of Computer Science

Co-op Program

(DO NOT include your contact info)

Education:

September 2012 – Present *your current degree program*

Fredericton, New Brunswick

Dates *your high school or previous college/university before enrolling
in the Faculty of Computer Science*

Work Experience:

(Starting with most recent job)

Dates of employment here state the employer and location (i.e. city or town)

State your position here...

- *Using 2 or 3 bullets describe what your accomplishments were, in short sentences, so the employer can read them quickly and get a sense of what skills you gained on the job*

Volunteer Experience:

Using the same format as above, describe your volunteer experience (if applicable)

School Experience:

January – April 2013 *INFO 1103 – Data & Information Management (if you are not
taking INFO 1103 during your first year, use CS 1083 instead)*

Topics include:

- *List 3 or 4 topics covered in the course*

Personal Projects:

These are projects that a student does in their spare time that are related to information technology. Something that really catches an employer's attention are the projects the students work on outside of what they are required to do for their degree. Apps for iPhone or Android devices are a great way for students to showcase their talents since the technology is hot right now and it's easy to bring to an interview. On the other hand, if interested in a web design they might install a WAMP server on their PC and build some customized content they can show off in person or even publish online. The actual content you create is less important than the skills gained by understanding, putting together, and customizing your local environment in this example.

Skills:

Programming Skills: *list them here*

Operating Systems: *list them here*

Miscellaneous: *these are skills you want to highlight but don't really fit anywhere else on your resume, i.e. fluently Bilingual, Trained Lifeguard, etc.*

Hobbies and Extra Curricular Activities:

Using bullets, list the activities you enjoy doing on your own and with other people

Awards:

Using bullets, list your university scholarships and Dean's Lists achievements

APPENDIX 8

Interview Techniques

Preparing for the Interview.

A job interview is a stressful experience. It is possible, however, to overcome the anxiety of an interview by following general guidelines. Preparation is the key to success:

- ***Know the company/organization*** – know a little bit about the organization that is interviewing you. You will have the opportunity to ask some questions during the interview so prepare some ahead of time (in writing) and bring them with you to the interview. Having some knowledge of the company will impress the interviewers, and make for better questions. A good start is to read the company's website.

- ***Know the position you are applying for*** -review the job description before the interview. Talk to the Coordinator, senior Co-op students or someone you know who is working in a similar field. Gain as much knowledge as you can about the position before you go to the interview.

- ***Review your application documents before each interview*** – read over your resume and cover letter; anything you mention in these documents can be questioned during an interview.

-***Prepare your references*** – bring a reference list with you to the interview. For each reference (at least two) indicate their title and contact information (phone # and email)

-***Finally, book a mock interview with the co-op office before your actual interview*** – during a mock interview you will be asked to answer some questions from the list below and receive feedback on your answers.

Typical Interview Questions

Answering questions in an interview is the toughest part of getting a job. However, if you know what the interviewers want to hear, then you should have no trouble answering the questions. The following are some examples of questions you will likely hear in an interview. If you practice answering these questions to yourself or to a Coordinator in a mock-interview, you will gain the confidence you need to do well during the real thing:

1. Tell me about yourself and why did you choose this degree program?
2. Why did you apply for this position?
3. What do you expect to get out of this work term?
4. What do you know about our organization?
5. What skills do you have that make you a good fit for our position?
6. What did you dislike about your last job?
7. What is your greatest strength/weakness?
8. Give us an example of your leadership skills.
9. Tell me about a time when you took the initiative
10. Describe a time you worked in a team and what was your role.
11. What do you do in your spare time?

12. What motivates you to do a good job?
13. What are your biggest accomplishments?
14. Tell me about a time when you failed or were not successful. What did you learn from this experience?
15. Do you have any questions for me?
16. Tell me about an interesting project/assignment you worked on recently.
17. Tell me about a time you had to handle a stressful situation.
18. What is your dream job?
19. Have you ever learned new software on your own? What steps, activities did you do to learn the software?
20. Give me an example of a time when you were able to successfully communicate something complex to another person? How did you do so and what was the message?

Important Interview Tips:

1. Arrive 10 minutes early, take a seat and wait for interviewer to greet you
2. Do your homework
3. Bring a spare copy of your resume, a list of references (2-3) and your questions
4. Watch your non-verbal communication
5. Don't be embarrassed by your nervousness
6. Don't play comedian
7. Don't exaggerate or lie
8. Follow the interviewer's lead
9. Don't be negative
10. Don't be afraid to think before you speak. Use examples when answering questions
11. Emphasize your transferable skills
12. Never speak badly about a former employer
13. Watch your grammar and manners
14. Be prepared to ask questions
15. Thank the interviewer for the interview

What to wear?

Remember, you are selling yourself in an interview and therefore your appearance will count. Make sure you are clean and dress **conservatively**. A big part of getting a job will depend on how you carry yourself and act. Dressing in a manner that may be considered a distraction to your co-workers is not good. Of course, there are differences for men and women.

For women.

Make sure you wear reasonable shoes, no high heels please. You should try and dress 'business casual' such as: knee length skirts or pantsuits. No jeans or mini-skirts, be reasonable and use your judgment.

For Men.

Make sure you have a nice pair of dress pants on, at least. Jeans and T shirts should not be worn at a job interview. A suit is good, but not necessarily needed for Co-op jobs. You will want to wear a pair of dress shoes, preferably shined and not scuffed. Dress shirts should be tucked in and a tie is a good idea. If you are at all unsure, please speak to the Coordinator about what proper attire would be.

Final Reminders

Don't chew gum in a job interview!

Don't slouch. You should sit leaning slightly forward and attentive. Try not to wave your hands around wildly. Again, if you are nervous you will twitch and fiddle with things in your hands. If you brought a pen into the interview, put it on the desk and leave it there unless you write something down. Don't sit on your hands; keep them folded in front of you or on the desk.

Avoid "yes" and "no" answers. Make sure that you elaborate on your responses. One word answers give the interviewers very little to go on. Use examples when you are describing your skills/experiences.