

STAR SEARCH WEEK

Cooperative Education at California University

October 26-30



What Co-op Can Do for You

by Malissa A. Clay

Since more employers in today's job market are searching for college graduates who have had job experience related to their major, it has become increasingly more important for institutions of higher learning to provide students with avenues toward getting that experience.

This is where the inclusion of the Cooperative Education Program at California University demonstrates its advantages in giving qualified students a chance to work in a professional setting while still enrolled at the university as either an undergraduate, graduate, or associate degree student.

Dawn DePasquale, the university's coordinator of Cooperative Education, said she felt Co-op was one of the best ways to provide hands-on-experience for students interested in getting a head start in the employment world following graduation.

"I see it as a real need in today's job market to leave an institution with job training," DePasquale, who's been involved with the Cooperative Education program for the past seven years, said. "Also, students have to understand what it means to be a professional."

According to DePasquale, another strength of Co-op is it is one of the few programs which works with higher education where "everybody wins". DePasquale referred to it as "positive education".

In order for the program to work effectively, it must reach its annual goals productively, DePasquale added.

"We have to set a direction for the program and look at what we have to do each year," she commented. "We have to know what our goals are for the year."

According to DePasquale, she said she felt the Co-op program has grown tremendously over the past few years. "It is definitely the fastest-growing program in the state," she went on to say. "Word of mouth about the program is taking over."

Some of the publicity for Co-op, according to DePasquale, occurs during scheduled promotional

weeks throughout the year in which faculty members or advisors get the chance to work with students all over the campus.

In order to qualify for a potential Co-op position, undergraduate students must have completed at least 30 credits (2.0 QPA), graduate students must have earned at least six credits (3.0 QPA), and associate degree students must have completed no less than 15 credits (QPA), according to DePasquale.

In addition, qualified students must attend seven workshops throughout a given semester which are geared toward enhancing their job interview skills, resume writing techniques, and other job-related concerns. Students then get the chance to talk with a Co-op staff member to determine what job are out there that may be best suited to the interests of the student.

"There are posted job listings for students who are interested in Co-op," DePasquale pointed out. "They are listed in the Co-op opportunities bulletins which are published every two weeks."

It appears the majority of the Co-op positions available at California University, according to DePasquale, are offered by smaller corporations within the Mon Valley area.

"When students apply for these jobs, they are usually competing with students from this university. They are not competing with other schools."

Despite the recent recession in the area, DePasquale said local corporations are still willing to employ student students through Co-op.

Learning how to handle oneself professionally is part of the process of a student making the transition from college to the world of work.

"Students develop a professional polish," DePasquale said. "They develop an understanding of the work culture and they learn how to handle themselves in a professional situation."

According to DePasquale, students who have had some hands-on experience with Co-op seem to be getting more offers from full-time employees.

"I think our Co-op students do take things seriously," DePasquale

commented. "In order to get through all the necessary training, they've had to go through all the hoops."

She added, "Ninety percent of the jobs are lost out there in the real world not because of a technological difficulty, but because someone couldn't fit into a culture."

"When an employer takes a look at a person, they know what's going on with that person," DePasquale said. "They know right away if that person's adaptable or not to a work situation."

"It is a lot tougher out there today," she went on to say. "That's why there are more reasons for programs like Co-op."

According to DePasquale, employers generally tend to look more at a student's experience level rather than his or her grade point average.

"Sometimes, a QPA can be misleading," she commented.

"The students we work with are used to doing more," DePasquale commented.

She said, "There's a lot of negativity going on in jobs today. That's why some students are beginning to learn there's a gray area in the world when once they thought everything was either black or white."

Cooperative Education Specialist Pat McCormick, whose responsibilities include interviewing prospective Co-op students, contacting employers interested in the program, and conducting job-readiness workshops, said she felt students would be at a disadvantage if they didn't have a program like Co-op to provide them with job experience.

"It gives them a chance to use their classroom and textbook learning skills in real-life situations," McCormick, who's been a Co-op specialist for the university since September 1991, said. "They learn to see the correlations and differences in those situations."

One reason why Co-op works so well for students, according to McCormick, is that "employers are more willing to try out students because they are not on a long-term commitment basis".

Preparing for the Job

Co-op Offers Workshops

The Cooperative Education program at California University has helped numerous students earn valuable job experience prior to their graduation.

This job experience has proven to be one asset many employers are in constant search for.

However, in order to gain that much-needed job experience, students must possess the necessary interviewing skills, resume-writing techniques, and "focus" needed to land them the job they so desperately want.

Students interested in Co-op must first attend seven workshop sessions within a given semester which are geared toward their needs and concerns as prospective future employees of the company of their choice.

The first of these workshops, referred to as the Resume Writing Workshop, helps students improve the appearance of their resume by instructing students how to edit their resume, with regard to using proper grammar, punctuation, and spelling as well as strategies on how their resume can win the attention of an employer.

The Resume Writing Workshop requires a student to create a first draft of his or her resume which then goes under the helpful scrutinization of the "Resume Doctor."

The Career Research Workshop gives students the opportunity to work with the DISCOVER program, which is designed to guide students toward the career of their choice.

DISCOVER offers students information about certain career paths they might wish to follow, salary and benefit potentials, and other criteria students will find useful when narrowing in on the job

they are seeking.

After immersing themselves in the DISCOVER program, students are then ready to be interviewed by a staff member of Co-op so they could further discuss their career plans and ask any questions they may have.

Next comes the Job Search Workshop which aims to help students come into contact with selected employees whom they're interested in possibly applying for a position with.

Following the Job Search Workshop, students must participate in a mock interview which is coordinated by Co-op staff members. The interview, which is videotaped for the student's benefit, gives a student the experience of being in an interview with an "employer".

The student is asked questions pertaining to the job he or she is applying for and the student is evaluated on how well they respond to these questions with regard to his or her professional manner.

Following the interview, the student will have the opportunity to watch the videotaped mock interview so he or she can see how well he or she performed. Watching themselves on videotape is a good way to view their mistakes in speech or gestures.

A workshop referred to as the On the Job Communication Workshop requires a student must complete a Communication Assertiveness worksheet.

A Student's Role as Professional worksheet is a requisite of the World of Work Workshop I.

The World of Work Workshop II requests a student completes a sample memo which is then submitted to a Co-op staff member.

"Experience is the name everyone gives to their mistakes."

—Oscar Wilde

"There will always be those who know, how, working for those who know why."

—Anon

Marianne DeGrange Translates Experience into Success



by Malissa A. Clay

Using her native language to help her assist others in need has been what Marianne DeGrange, a graduate student at California University, has done best.

Through the advantages of the Cooperative Education program, DeGrange, who was born in Germany and moved to the United States in 1971, has been an interpreter with the AT&T Language Line Service since 1987.

As an interpreter for AT&T, her main responsibility is to translate her native language German into English and English into German so she can better satisfy the individual needs of customers.

DeGrange, who started out as a Category B interpreter for AT&T, is now employed as a Category A interpreter, which means she has been given the opportunity to choose her own working hours which she must log into during her five-day work week.

"I can log in whenever I want to," DeGrange, who is self-employed out of her own home, pointed out. "Everything is very flexible. I get what I want when I want it."

However, according to DeGrange, in order to maintain a schedule which benefits her needs as well as providing her with hours she is used to working, her typical work hours start at three in the morning and end at nine in the morning.

"It's 9 a.m. over there (Germany) when it's 3 a.m. here," she said.

DeGrange added, "There is flexibility concerning my needs and the needs of my family."

She described the process of being an interpreter as beginning with the phone company itself, specifically what she referred to as the language line.

"The language line calls me if it needs an interpreter," DeGrange commented. "There are usually three people on the phone at one time, including the operator, the customer, and myself, the interpreter."

She added, "I am never entirely on my own. I always have someone else there to help me if I need it."

Aside from the common customer-to-customer calls, various telephone calls which DeGrange is responsible for handling, she added, are sometimes medical calls, 911-related emergencies, credit card concerns, or rent-a-car inquiries.

"Sometimes a senior citizen will call," DeGrange said, "And they don't know what to do or where to go. It's so sad. Sometimes the elderly aren't being watched by whom they're supposed to be watched by."

According to DeGrange, although she is a neutral party during a typical telephone call, it is often difficult for her not to get emotional from some calls she receives from customers.

DeGrange said, "Whether you want to or not, you get involved. You have to treat every call as seriously as possible. You sometimes feel committed to someone else's well-being."

"When an old person calls, you just want to jump in the phone and help them," she continued. "To me, a voice can become so familiar that I know who I'm talking to. A voice becomes a face I can recognize when I hear it."

One aspect of the job DeGrange said she has to be constantly aware of is the unexpected. "You can never control the needs of the people who call."

DeGrange said the job can sometimes get a trifle hectic, especially

when you are dealing with an impatient customer.

She said, "When you get a lot of calls, you do tend to get a little out of your mind. You really can't break things down to a simple matter because they can be so unpredictable."

DeGrange is required to keep in contact with an "in-charge" person whom she can consult if she ever has a problem or concern with a customer.

She said, "I if get a call that is very distressing for me in that I feel upset about it, I can contact my 'in-charge' person. They will listen to me and tell me I did the right thing in how I tried to handle a customer."

"AT&T does provide a lot of training on how to deal with customers," she added. "I've learned how to interpret, paraphrase, and talk to customers. You are constantly being trained."

However, if a customer is asking for particular instructions or advice on something, DeGrange said she is not responsible for giving out that information. Instead, she must refer that person to her "in-charge" person.

"I am not allowed to give out any advice even if I know the answer," DeGrange said.

As DeGrange pointed out, she said Co-op has helped her gain the job experience she felt she needed to successfully find a secure job following her expected graduation next August.

She said, "The most important aspect is experience being put on my transcripts. I know how it is out there. No experience, no job. No job, no experience."

"Co-op has given me an awareness of what's going on around me," DeGrange commented.

Even though DeGrange is cur-

rently still employed as an AT&T interpreter, she said a future interest of hers might be to teach German to local high school students.

"I would like to make kids realize there's a whole world out there," DeGrange said.

However, she added, "If AT&T ever needs me, I will be there for them. I wouldn't mind continuing to be an interpreter. I don't ever think I'd want to give it up totally."

One goal she said she continuously strives toward is "to expand her vocabulary in both English and German" so she could better serve people's needs.

"I know I make mistakes in Eng-

lish," DeGrange said, but pointed out she is incessantly trying to improve upon those mistakes.

"I believe you can only interpret well if you've been emerged in a language," DeGrange said. She referred to the importance of learning a foreign language while actually living in a foreign country, as she did with English in the United States.

She commented, "You at least have to spend a year in the country of your target language. The only way to converse in a language is by total immersion. We need to learn to be able to understand each other."

David Corbett Targets Business Opportunities through Co-op Ed

by Malissa A. Clay

"You have to go out and look for job experience because employers today are adamant for it," commented David Corbett, a business administration major who obtained a summer job through Co-op.

According to Corbett, who spent his summer employed as a sales marketing representative for a local packaging/delivery service, college students have the greatest chance of succeeding in the competitive job market if they obtain the experience they need before they graduate, not after.

"The way things are today, it's so hard even for a graduate student," Corbett said. "That's why Co-op is so important."

Corbett, who was employed in the customer service division, was responsible for selling next-day air services as well as marketing several downtown business districts so he could determine if there were enough volume in these areas in order to place a letter center in the area.

According to Corbett, his main marketing areas were Greensburg, Latrobe, and Monroeville.

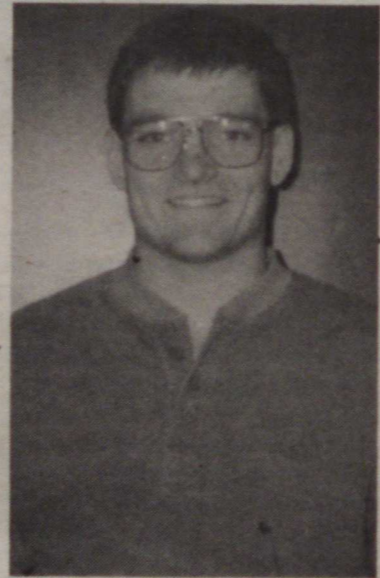
"The best part of the job was I got the chance to work for an international corporation," Corbett, who is currently a member of the Co-op advisory board, commented. "It was so fascinating to see how a large corporation operates."

Corbett detailed his initial training experience as requiring him to learn as much details as he could about the company, how it functioned, and how it differed from other competing companies.

"There was a three-hour training session in which I was given details about the company such as the

type of terminology it used," Corbett informed.

"Sometimes, I was responsible for making up to 30 sales calls a day," he continued. "I would have to keep daily logs which I would



turn in to my supervisor."

Although Corbett said he learned much about the company during his employment, there was still so much about the corporation he didn't learn about because the company was so large.

"There are so many different departments that exist you just don't know about," he said.

But even though Corbett was not able to learn everything about each department, he indicated the corporation gave him the opportunity to expand his knowledge about the division he worked in.

He said, "One advantage of working there was they knew I was learning things as I went along. They know when you begin to un-

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"By working faithfully eight hours a day, you may eventually get to be boss and work 12 hours a day."

— Robert Frost

Co-op's Renee Huscroft: Helping Youngsters to Learn and Create

by Malissa A. Clay

Having the opportunity to help young children learn and be creative was an enjoyable aspect of being employed as a day care aide this past summer, according to Renee Huscroft, a junior at California University.

Huscroft, of Belle Vernon, said she obtained her position as day care aide at the New Adventure Learning Center in Monongahela after deciding it would be beneficial to gain on-the-job experience through the university's Cooperative Education program.

"I joined Co-op during the spring



of 1991, but did not get the position until this past summer," Huscroft, a former elementary education major, said.

According to Huscroft, who is now majoring in speech pathology, her position as day care aide, which was full-time, required her to work with children within the four to seven-year-old age group.

Although Huscroft did not have teacher certification, she said her immediate supervisor permitted her flexibility in formulating her own basic lesson or activities plan for the children.

Huscroft said, "There was always someone supervising me, but I did get to do some things on my own."

She continued, "Sometimes, I would work one on one with the kids if they needed extra help. One thing I did was to help them with various art projects which I tried to gear toward their age level. Most of the projects came from my own ideas."

Being an immediate part of children's lives at the day care center was one part of the job Huscroft said she took the most pleasure in. "I liked to see how happy the children were to see me when I came

to work," she commented. "It makes you feel really good inside."

Huscroft pointed out even though she probably won't pursue a career in the day care services since she's moved on to a different major, she still felt the experience she acquired working with young children has proven to be beneficial in the long run.

"Gaining the experience to work with children is always good no matter what major you're in," she said. "Not only has it given me the experience to work in the education field if I wanted to, but it will also help me out when I'm a parent someday."

Huscroft continued, "You should definitely enroll in Co-op if you want to work with children, but you have to be a person who's willing to take responsibility."

Huscroft described her experience with the children as often being a challenge, which is only to be expected when working with children at that young age level.

"You have your wild kids compared to your well-mannered kids," Huscroft explained, "But I don't think it was too much for me to handle."

"The wilder-type kids made the day more of a challenge," she went on to say. "If they insisted on their own way, I would just leave them alone. You can't insist they do something, but you can encourage it."

Huscroft made a reference to her use of the "time-out" discipline, which meant if a child misbehaved, she would take them aside and ask them why they had misbehaved. "I would try to talk things out with them," she said.

Typical days at the day care center were, according to Huscroft, filled with various activities the children were strongly encouraged to engage in. These activities included song time, story time, playground recreation, art time, exercises, and nap time.

"The children were taken out on a half-hour walk twice a day so they could get out in the environment," Huscroft said. "They got a chance to see what's going on out in the real world."

She added, "Each morning, I had a duty chart for the children that listed specific chores for them. For example, someone would be a leader for a day while someone else was a sweeper-upper."

In order to be a competent day care aide, Huscroft said a person has to have, above all, patience.

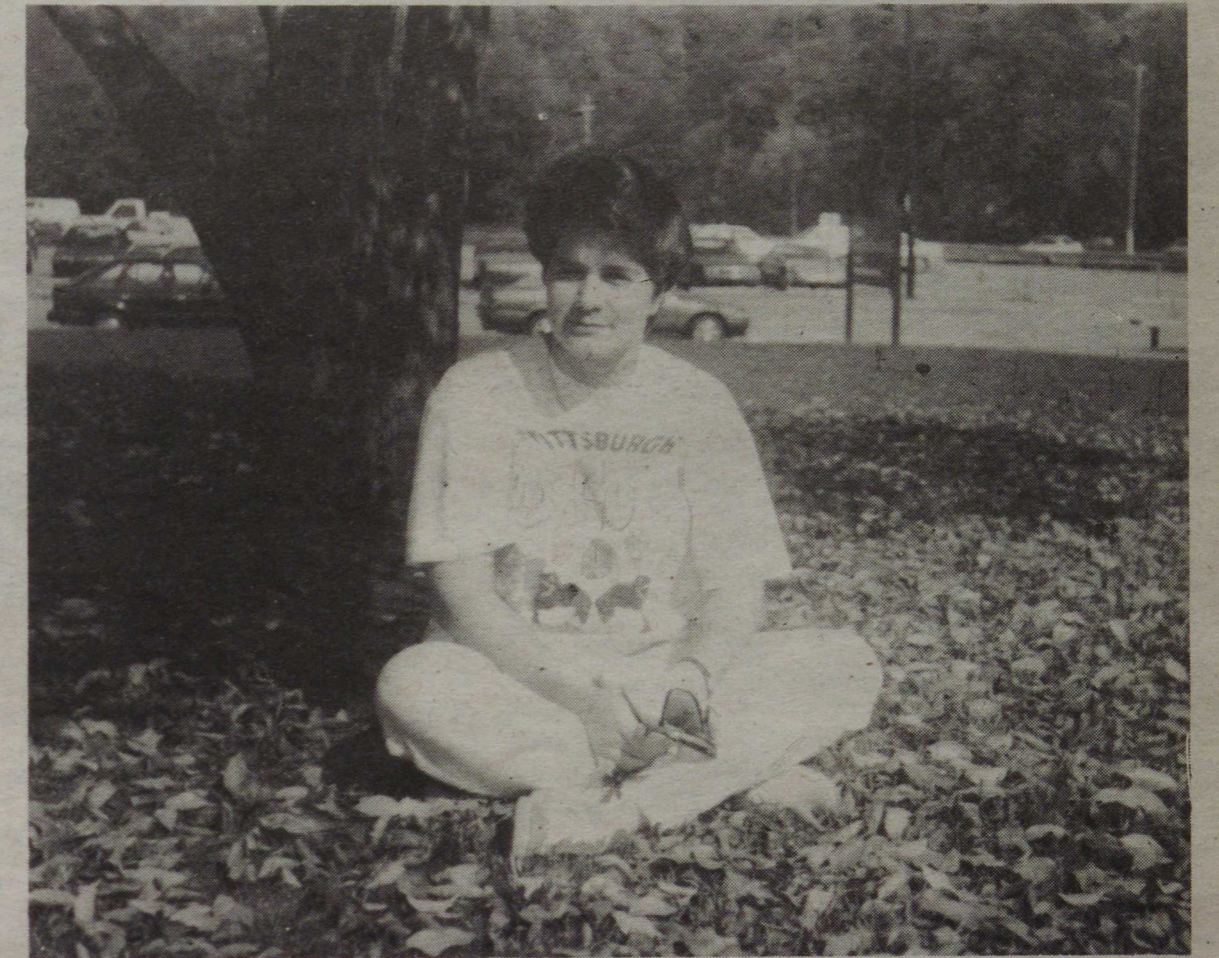
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"Our chief want in life is somebody who will make us do what we can."

— Ralph Waldo Emerson

Stephanie Beeson

Co-op Work: A Watershed Experience



by Malissa A. Clay

For Cal U senior Stephanie Beeson, her Co-op experience working as a watershed technician this summer was "very beneficial" when it came to giving her the much-needed job experience every student is looking for.

According to Beeson, who is majoring in environmental conservation, being a watershed technician for the Turtle Creek Watershed Association in East Pittsburgh meant she was responsible for conducting wetland inventory as well as taking pictures of various wetlands so the association would "know what they had out there."

"We would go out there and do wetland inventory," she said. "We would have to determine if something was a wetland according to DER regulations."

A wetland, according to Beeson, is a part of the land which is saturated with water, contains hydric vegetation, and has hydric soil. "Usually, a wetland contains water during some part of the growing season," Beeson explained.

"We also acted as a watchdog for the environment," Beeson continued. "We handled logging, dumpster, and sewage complaints throughout Westmoreland and Allegheny counties."

As Beeson pointed out, logging complaints often centered around the concern of cutting down trees in certain areas.

In addition, some of the water tests the association would engage in were, according to Beeson, conducted for the purpose of "testing for iron content as well as magnesium and aluminum levels in the

water".

She said, "We could then determine if fish could still live in the water."

Beeson was trained one-on-one by her boss, learning from him as they went together to inspect sites or conduct tests.

"I worked very closely with my boss," she said. "He taught me as we went along. I really felt as though I could ask him anything."

Beeson recounted an interesting experience while employed at the association when her boss showed her a "Blue Hole", which she described as a very noticeable hole or deep depression in a stream that is caused by the settling in of pollution.

"The hole was a bluish-white color," Beeson said. "It was a really interesting thing to look at."

In addition to receiving feedback and training from her boss, Beeson said the association also had a board of directors that was very responsive to her ideas and suggestions.

Beeson pointed out her summer employment at the association helped her not only develop her skills in one area of environmental concerns, but it also strengthened her academic character as well.

"I feel it is the best way to get experience," Beeson said in regards to the Cooperative Education program. "In my field, there are so many jobs out there, but you have to have the experience in order to get them."

Looking toward the future, Beeson said, "I'd like to work in a national park or some other environmental setting. I would like to

increase people's awareness of the environment. I would like them to be more aware of stream cleanup, the sewage, wetlands, recycling, and generally the whole environment itself."

She added, "I want people to realize the world's not going to be around forever if they abuse it."

As an environmentalist, Beeson said she would also like the chance to work with the preservation of wildlife. She said, "I feel if one animal became extinct, then that would be one thing I would miss in my life. It would be something I would not get the chance to experience."

Beeson said, "I really enjoyed my job. It was a great summer job."

She advised any student interested in majoring in environmental education to become very familiar with the political field since recent environmental issues have become very political.

"I would also tell students to get involved with Co-op if they have the chance," Beeson went on to say. "I feel students have to be serious about what they want to do because it could be very time-consuming. Also, they have to have a desire to keep up with things. They can't get behind."

Beeson said she did not consider her summer job to be stressful, but it was frustrating when you wanted to get something done, but couldn't. Other than that, everything was pretty much laid back.

She added, "I've really learned a lot. It is something I will carry with me for the rest of my life."

HUSCROFT...

She commented, "I was shocked at myself because of the amount of patience I had."

Huscroft noted the importance of being able to handle pressure when you work with young children. "I tend to hold pressure in. I don't let it out to the extent where I lay it on the children because I don't want to show them bad behavior on my part. If I did, I wouldn't be 'modeling' for them."

Because children have different values and interests, Huscroft said it was important to recognize these differences so as to better reach out toward children.

She said, "You must be patient, enthusiastic, and motivated. Every child is ego-centric. They think the world revolves around them."

Getting children involved in activities enables them to not only enjoy themselves, but to learn new things about the world they live in, according to Huscroft.

Huscroft went on to say the children experienced a fun activity during the summer called "Circus Week", which was similar to a camp-out held at the day care center.

"'Circus Week' was held from nine until noon and activities revolved around a circus-related theme," Huscroft said.

"The other counselors and I made up a lesson plan to conquer our goals," Huscroft added. "The circus was our main theme during that week."

William Brotz

CU's Co-op: The Right Chemistry

by Malissa A. Clay

Graduate student William Brotz of Hollsopple, Pa., earned much experience this summer when he was accepted for a Co-op position as a lab technician at Mill Service Inc., in Yukon.

Brotz, majoring in earth science, pointed out his position exposed him to both familiar and newly-acquired knowledge related to his field of study.

"When I first started, I did a little bit of everything," Brotz, who will be graduating this December with his master's degree, said. "My hours were very flexible."

According to Brotz, who majored in chemistry as an undergraduate, his duties as a lab technician made him responsible for taking samples of residual hazardous wastes, doing "wet" (liquid) chemistry preparation of samples to be tested for seven or eight different metals, and taking these samples to run them on instrumentation.

Brotz said, "I would then take this data and run it through a statistical report which would be given to my quality-control director. The results would eventually be sent to DER."

Brotz pointed out that three to four people, including himself,

As Huscroft pointed out, children sung songs about circus animals, read books about the circus, completed circus-related art projects, and imitated certain animals for fun.

She added, "The last day, we had a clown come in and he put his makeup on in front of the children. Later, he did activities with them."

Huscroft said she was extremely pleased with her Co-op experience. She said, "I would encourage anyone to get involved in Co-op. It's up to the students if they want to succeed. They have to be motivated."

"Gaining hands-on experience provides the best building block," she went on to say. "It's the best policy. I really think it is."

Although she has learned to efficiently deal with children, Huscroft said the process of learning is with her constantly. "I learned as I went along," she said. "In this type of experience, you get to see the quality of life. I really enjoyed watching the children grow."

Huscroft's supervisor at the day care center, Joyce Miller, said she was very pleased by the work and effort Huscroft displayed as a day care aide.

"She was such a bonus for us this summer," Miller, director of the New Adventure Learning Center for the past two years, said. "Everything I thought about her turned out to be true."

The center, which employs a few

certified teachers, is aimed toward providing a "safe, enjoyable place for children to spend their time," according to Miller. She added, "We don't want to put pressure on the kids. We want them to look forward and have a positive outlook."

Miller said she felt anyone who wants to work with children has to be patient and be willing to accept the challenges and responsibilities such a profession would demand.

"If you don't like this type of work," Miller said, "Then you shouldn't be in it. Patience is such a big thing. It is so important to me to have someone here I can count on, someone who is cooperative,"

From the employer's perspective, getting involved in the Cooperative Education program is beneficial, according to Miller. "I think on-the-job experience is the best thing you can get," she said. "If you're not sure what you want to get into, then you should try out different things first."

When asked whether or not Miller would hire Huscroft if she were interested in a permanent day care position, she said, "I positively would. After seeing what she can do and how well she performs, I know she is the type of person who would fit into this type of job very well."

"Her performance has been excellent," Miller went on to say. "She has been cooperative and enthusiastic. She has given everything she's got."

pointed out. "I slowly learned more things as we went along."

Brotz talked about the importance of getting the experience in his field of study while still in college. "The economy is bad right now," Brotz said, "So having some job experience is 10 times better than having none. If you have job experience, you have a better chance."

"The job itself gave me experience on a lot of things I didn't have a chance to get before," he explained. "I think it made me more marketable."

Brotz said he strongly encouraged students to get involved with the Cooperative Education program on campus. He said, "I think interested students should definitely look into it. You have to be patient and don't get discouraged if you don't find a position right away."

Although Brotz indicated he enjoyed his position as lab technician, he said he would like to move up to a chemist when the opportunity is available to him because it is a much "cleaner and healthier" profession.

Following his graduation this semester, Brotz will remain employed with Mill Service Inc.

CORBETT...

derstand things about their company."

According to Corbett, the only time he felt frustrated at the job was when he had a challenging day as far as making sales calls were concerned. "I think I handled the pressure of the job very well," Corbett commented. "No company's perfect. Even if a complaint came in about a package, I would let the person tell me exactly what the problem was, ask them how they think it should be handled, and tell them I would refer the problem to someone above me."

He added, "I learned it's so important to let people air their problems."

Overall, Corbett said obtaining a position through Co-op helped him learn how to handle himself in a professional way.

He said, "It gave me a broader

view of a broader environment got to look at the professional world as to what jobs are out there and how to apply for them."

The Co-op workshop sessions were also helpful in preparing students for the competitiveness of the job market, according to Corbett. "They were a big advantage for Co-op," Corbett said. "So many students have little experience when they first come into college."

Corbett pointed out a student shouldn't procrastinate when it comes to learning the intricate details surrounding a job search preparing for an interview.

"They have to get started early and put in time and effort," Corbett said. "Don't wait until your senior year because there's a lot more work involved than you can imagine."

CO-OP QUESTIONS AND ANSWERS

Q. Is Co-op open to all students enrolled at California University?

A. Any undergraduate student who has completed at least 30 credits, any graduate student who has earned at least six credits, and any associate degree student who has finished at least 15 credits, may apply for a Co-op position.

Q. Do you have to have a certain Q.P.A. to be eligible for Co-op?

A. Undergraduate and associate degree students must have maintained no less than a 2.0 whereas graduate students must have at least a 3.0 average.

Q. What if I don't know exactly what I want to go into after I graduate?

A. That's why the Cooperative Education program exists. Even if you're not sure which road you want to follow, Co-op can help you experience different areas before you graduate so you can narrow down your decision later.

Q. How important is job experience before you graduate?

A. It is extremely important. More employers today are looking at student's job experience more than anything else. You might be surprised to learn the lack of job experience can make the difference between an impressive resume and one that's lacking substance.

Q. Is a Co-op position a paid position?

A. The majority of Co-op positions are paid, sometimes enabling a student to earn up to as much as \$7,500 a year. However, experience through Co-op should not be confused with an internship.

Q. Am I more likely to be accepted for a Co-op position by a local company or an out-of-state one?

A. Generally, more positions are available at local corporations although a student interested in an out-of-state position does have several choices to consider.

Q. What if I don't know how to write a resume or have inadequate interviewing skills?

A. Prior to getting a position, Co-op makes sure its prospective students have attended seven workshops designed to strengthen the resume-writing and interviewing skills each student needs in order to compete in the job market.

**To ensure your
future has a
ghost of
a chance
for success,
enroll in
Co-op now!**

