

# **Career Services**

**Your path to success**

**Cooperative Education / Internship Course  
“Work Based Learning For Academic Credit”**

**Putting The “Work” In Coursework**  
Classroom Theory To Practical Application

**Student / Faculty / Supervisor  
Course Handbook**



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### Important Out of State Internship Information, please review:

A few of SLCC's programs of study are designed to lead to professional licensure in Utah. Licensure requirements vary from state-to-state. If your Cooperative Education/Internship course is a part of a program of study that leads to professional licensure, we recommend you begin researching licensure requirements now especially if you plan to move out of Utah to practice your profession. Students can consult the Utah Division of Occupational and Professional Licensing (DOPL), or similar agencies in other states, to find out more about eligibility for licensure. DOPL can be reached at 801-530-6628 or at their website. For students who plan to move to another state, here is one suggested website for researching state licensure requirements: License Finder sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state, please contact your academic advisor or SLCC's state authorization coordinator for help.

### Duplicate Forms Are Located on Our Website at:

<http://www.slcc.edu/careerservices/work-for-credit/forms.aspx>

## **Career Services**

A Department of Salt Lake Community College Student Affairs

Career Advisor Contact Information

# Welcome To The Cooperative Education / Internship Course

## Course Overview

The term "Cooperative Education / Internship & CT\*" embodies work-based learning and experiential learning that translates to program specific academic credit. Work experiential learning is the philosophy that education becomes complete when theory and experience are both part of the educational process. By integrating on-the-job, practical field experience with academic studies, the Cooperative Education/Internship course offers students an opportunity to extend the classroom into a workplace setting.

Differentiating between Cooperative Education, Internships and PT (all terms are used in defining work-based learning for academic credit):

### **Cooperative Education:**

The opportunity for students to use traditional employment to gain new skills and knowledge related to their academic major, students are required to develop and complete program specific learning objectives that are supported and evaluated by their current supervisor, and results in graded academic credit.

### **Internship:**

A short term, on-site learning experience, where the student is assigned a supervisor or mentor and is provided occupational related training. The training and learning is directly related to the students' academic major and results in graded academic credit.

### **CPT - Curricular Practical Training:**

The opportunity for students with an F1 Student Visa to work off campus in a position directly related to their academic major that provides program specific learning experience and is an integral part of their academic program. Students must have received approval to participate in this program through the International Student Services Office and Academic Advising.

## Career Services Role

### **Career Services Staff Takes The Responsibility To:**

- Facilitate the cooperative education/internship process of awarding academic credit for work experiential learning
- Provide a central point of contact to promote consistent processes in the cooperative education / internship course
- Maintain communication with student, faculty and supervisor involving any issues with the CO-OP/Internship process
- Maintain course files and documentation supporting the course and the credits awarded
- Market the course to students as a viable work-based learning experience in their academic program
- Meet with students to review prerequisites and course qualifications
- Determine if students meet program criteria prior to approving them for registration
- Direct students to the appropriate individual for approval when departmental approval is required
- Provide the general course/process orientation for students registered for CO-OP/Internship credit
- Assist students searching for viable work experiential learning and internship experiences
- Provide faculty with student and program documentation
- Provide faculty with course materials and documents
- Provide supervisor with course materials and documents
- Provide information to supervisors participating in the Cooperative Education / Internship course
- Work with employers in developing Cooperative Education/Internship opportunities for students

### **Cooperative Education / Internship Course Orientation:**

All students registered for a Cooperative Education/Internship course are required to attend the course orientation.

At the orientation the Career Services staff will review Cooperative Education / Internship best practices, as supported by the Chapter of CEIA - "Cooperative Education and Internship Association"

The course materials/handbook and forms will be reviewed in-depth, this is an interactive process giving the students opportunity to ask specific questions and discuss the course in detail. During the orientation the student will be given their assigned faculty contact and instructed to contact the faculty upon completing the orientation.

Orientations are held during the second week of every semester, group orientations offered on three different days, six different are held at the Taylorsville Redwood and South City campuses.

Once the student has completed the orientation, the remainder of the Cooperative Education / Internship course is the responsibility of the student, the employment / internship supervisor and the faculty.

**Thank you all for your participation in the Cooperative Education/Internship course!  
Have a great Semester!**

## Earning Academic Credit through the Cooperative Education / Internship Course

Students registered for a Cooperative Education / Internship course will earn academic credit and are graded for the learning that takes place over the semester at their current workplace or internship site.

### Students May be Eligible to Earn Cooperative Education/Internship Credits if:

- they have completed the required prerequisite courses (if applicable)
- using traditional/program related paid employment and are working a minimum of 20 hours per week
- participating in an internship and are scheduled for a minimum of 10 to 20 hours per week throughout the semester
- they have the opportunity to participate in new learning activities at their current position or internship
- the new learning activities are directly related to the student's academic major
- the employment/internship supervisor agrees to support, supervise and evaluate the students' course objectives
- the course is supervised and evaluated by a Salt Lake Community College faculty member
- there is a signed agreement, between all parties (student, supervisor and faculty) (See Learning Objective Agreement Form)

### Once Student Completes Required Orientation:

- The student will be registered for the course
- The student establishes new learning opportunities by creating a written document containing between 1 and 6 new learning objectives
- Learning objectives are copied to the official agreement form, submitted to, and reviewed with the supervisor and faculty for approval
- The Learning Objective Agreement Form is signed by the student / faculty / supervisor by third week of the Fall & Spring Semesters and by the second week of the Summer Term.
- Frequent communication is maintained between student, supervisor and faculty throughout the semester
- Student will maintain accurate documentation of the activities and hours spent on the learning objectives, and submit this documentation to their faculty on dates specified on the learning objective form: w

(The number of learning objectives will be based on: the number of credits the student registered for, faculty requirements, and the weighted difficulty of the actual written objective.)

### Hourly Requirements for Earning Academic Credit through the Cooperative Education / Internship Course

It is expected that the student spend a minimum of **3 hours per week per credit hour** working on the approved learning objectives.

1 academic credit requires a minimum 45 hours per semester, working on and completing the approved learning objectives

2 academic credits requires a minimum 90 hours per semester, working on and completing the approved learning objectives

3 academic credits requires a minimum 135 hours per semester, working on and completing the approved learning objectives

4 academic credits requires a minimum 180 hours per semester, working on and completing the approved learning objectives

### 3 credits = 135hours / 15 weeks = 9 hours per week average work towards completing the learning objectives

If a student is registered for a 3 credit hour cooperative education / internship course for a 15 week semester; the student will need spend an average of 9 hours per week working on, and completing their approved objectives.

(\* The number of Cooperative Education/Internship credits available to students varies depending on the academic program.)

### Legal Studies Students - Required CO-OP. / Internship Hours

3 academic credits = 112.5 hours of new learning minimum that will take place on the students current job or internship / average hours per week

6 academic credits = 225 hours of new learning minimum that will take place on the students current job or internship / average 15 per week

These required hours are the hours spent during the semester working on the specific learning objectives, new le the total hours of time the student spends on the job or internship.

## STUDENT ROLE IN THE COOPERATIVE EDUCATION /INTERNSHIP COURSE

### Students Take The Responsibility To:

- Be the driving force in receiving credit and a passing grade for the Cooperative Education / Internship course.
- Maintain frequent contacts with faculty and supervisor to increase the probability of completing the course successfully.
- Ensure the learning experience is strongly linked with academic program goals.
- Inform your employment or internship supervisor of your participation in the Cooperative Education/Internship course.
- Provide your supervisor with the required course documents.
- Contact your assigned faculty after the orientation, if scheduling and location allows, schedule a face to face meeting to review their course requirements.
- Draft the initial learning objectives for the course, when finished; copy the objectives to the course Learning Objective Agreement Form. **(See Learning Objective Agreement Form)**
- Provide the completed Learning Objective Agreement Form to your supervisor (this can be done via email or a hard copy)
- Meet with your on-site supervisor to review, refine, approve and sign the Learning Objective Agreement Form.
- Maintain communication with your on-site supervisor throughout the semester.
- Submit the completed and signed Learning Objective Agreement Form to your faculty for final approval and signature. **The faculty is responsible for the integrity of the learning and, the grade given for the CO-OP/Internship course, and have the final decision in approving the learning objectives. You must have their approval to begin working on the course learning objectives.**
- A successful course experience requires that all learning objectives are approved and supported by all participants. Complete the Learning Objective Agreement Form, get the agreement approved and signed by your supervisor and faculty. **(This should be done no later than the third week of the Fall and Spring Semesters and the second week of the Summer Term).**
- Ask for advice or instruction from your faculty to help you understand and solve any training-related issues that you may encounter during your experience.
- Provide progress documentation to your faculty that will be evaluated and graded on how well you achieve your learning objectives, how you perform basic tasks, and on your ability to meet professional standards of conduct. **(See Learning Objective Progress Report Form).**
- Complete and turn in all assignments and documentation required by the course faculty.
- As part of your participation in the CO-OP/Internship course, you will assess and grade how well you completed your learning objectives and how well you have performed in other basic work areas: Your self-evaluation in conjunction with your supervisors' evaluation will be used by the faculty to determine the final grade for the course. You must submit the Student Self Evaluation form and other required documentation to your faculty at the end of the semester. **(See Student Self-Evaluation Form).**

A successful Cooperative Education / Internship experience depends on good communication between all parties involved; the most successful student takes the responsibility to facilitate and promote effective communication with their faculty and supervisor throughout the semester.

### The Career Services Department Advises the Student to:

Contact faculty after orientation to: schedule an initial face to face meeting to review course requirements, learning objective approval, and to establish a timetable for a minimum of five or more contacts throughout the semester. Contact your faculty at the end of the semester to receive instruction on completing the course, (for example; scheduling a final meeting, turning in supervisor evaluation, student evaluation and any course assignments, etc.

Contact the SLCC Career Services Office at 801-957-4014; ask to speak with a Career Advisor if you have difficulty reaching your assigned faculty, or if you have any questions concerning the Cooperative Education/Internship course.

# LEARNING OBJECTIVES

## ESTABLISHING LEARNING OUTCOMES FOR EARNING ACADEMIC CREDIT

### Learning Objectives

The Cooperative Education / Internship course is a learning strategy that integrates classroom instruction with structured career oriented learning that directly relates to the student's academic major.

A learning objective is a statement which specifies in measurable terms what the student will learn at their place of employment or internship and describes the intended outcome to be measured and graded.

**Students are required to draft the initial learning objectives after attending the CO-OP / Internship orientation.**

Students will present the initial draft to their employment/internship supervisor for suggestions and approval. Students will submit the learning objectives to the faculty for suggestions and final approval.

This must be completed no later than the third week of the Fall and Spring semesters and no later than the second week of the Summer Term.

### **On-Site Supervisor Approval Required**

The on-site supervisor must review and approve the course learning objectives. Approval by the supervisor states that the student will have the opportunity to learn the content of the stated objectives on their job or internship site.

### **Faculty Approval Required**

The faculty is ultimately responsible for the integrity of the learning, and the final grade given for the Cooperative Education / Internship course. Faculty may or may not approve the learning objectives; approval by faculty is based on their discretion in determining if the learning objectives meet academic curriculum requirements.

### **Suggested Guidelines for Writing Learning Objectives /Preparing to Write Learning Objectives**

#### When using traditional employment to receive course credit you can:

- Review a recent performance evaluation, this may present opportunities for developing specific learning objectives, or review your job description, this may show areas you should know or be familiar with, but seldom use.
- Meet with your supervisor to discuss new learning opportunities with the company, or areas they would like to see you improve.
- Consider these options in creating an objective:

<b>Routine Duties:</b>	Is there room for specific improvement?
<b>Problem-Solving Goals:</b>	Is there a specific problem to be solved with measurable results?
<b>Creative Goals:</b>	Can it result in savings in time, cost, etc.?
<b>Personal Goals:</b>	Can human relations be improved on the job?

#### When participating in a short term internship:

- It is critical to work with the internship supervisor/mentor to establish areas of training and learning opportunities that will be provided on the internship site.
- Be prepared to talk with the internship supervisor about what you would like to learn or skills you would like to develop while participating in the internship.

### **Writing Learning Objectives**

A learning objective describes the learning experience in very specific terms, a comprehensive learning objective will be:

- **Understandable:** individual learning objectives are written in a format that is clear to the intended reader
- **Challenging:** the objectives are demanding enough to justify the academic credits you wish to earn
- **Specific:** describe in detail what you will do to achieve an objective relevant to your academic major
- **Measurable:** the objectives are written in a manner that includes a measurable outcome
- **Achievable:** realistic enough that it can be completed during the semester

#### Before writing your learning objectives; ask yourself the following questions.

- What activities can I participate in that will help me in achieving future career goals?
- How can I best learn what I want to learn from this organization or position?
- In what activities would I like to observe or take part?

## Learning Objective Rubric

A rubric can be a helpful tool in identifying the specific elements in creating multiple comprehensive learning objectives. (Optional Form)

[illegible]



## COMPREHENSIVE LEARNING OBJECTIVE EXAMPLES

1. (When) → By: ( \_ Date \_ ) (What) → I will increase my knowledge in the area of Human Resource management. (How) → By developing comprehensive job descriptions for my assigned department using existing records and completing employee interviews. (Evaluation) → Learning outcome will be evaluated by supervisor's evaluation of the completed job descriptions.
2. (When) → By: ( \_ Date \_ ) (What) → I will have gained proficiency with Excel software. (How) → By attending two training classes and developing an excel spreadsheet to be used in daily office routines. (Evaluation) → Learning outcome is evaluated by creating a functional document that will be utilized by office staff, reducing duplicate reporting procedures.
3. (When) → By: ( \_ Date \_ ) (What) → I will be able to identify, remove, and replace damaged components in 10 different pieces of selected equipment, without error. (How) → By reading the appropriate repair and maintenance manuals. (Evaluation) → Success and accuracy will be evaluated by current supervisor.
4. (When) → By: ( \_ Date \_ ) (What) → I will have developed a new interactive web page for my immediate department. (How) → using HTML, Flash and SQL programming (Evaluation) → Learning outcome is evaluated by running this program upon supervisor's request.

### Learning Objective Starting Point Examples:

1. **Analyze** quantitative data, statistical data, or human and social situations.
2. **Appraise** or evaluate programs, services or performances of individuals.
3. **Arrange** social functions, events or meetings between people.
4. **Assume** responsibility for varied duties and job functions.
5. **Classify** and sort information into categories.
6. **Compile** statistical data, facts or information.
7. **Complete** in-house training courses, correspondence studies or special projects assigned by supervisor.
8. **Coordinate** events involving groups of people, quantities of information or events in time sequence.
9. **Conduct** special meetings and/or training sessions, etc.
10. **Create** new systems or processes.
11. **Cross-train** with various co-workers or supervisors.
12. **Make decisions** about use of money, company resources, safety, or alternatives within a certain situation.
13. **Demonstrate** the ability to perform certain job functions previously unknown.
14. **Delegate** tasks to others or give responsibility to others on a work team.
15. **Design** new systems, forms, plans, processes and/or methods of operation.
16. **Develop** a working knowledge of various job processes and/or duties and responsibilities.
17. **Evaluate** a program to determine success; or judge the performance of an individual.
18. **Examine** by administering written tests.
19. **Explain** by justifying one's actions or making obscure ideas clear to others.
20. **Express** feelings to individuals or to groups.
21. **Find** and research information from various sources or people that can be helpful.
22. **Imagine** new ways of dealing with old problems, and present those ideas in measurable terms.
23. **Implement** new plans, procedures or ideas within the business organization.
24. **Improve** skills in shorthand, typing, office machines, or whatever.
25. **Increase** level of output, number of contacts, amount of sales, etc.
26. **Initiate** personal contacts or new ideas and ways of doing things.
27. **Interpret** other languages or meaning of statistical data.
28. **Interview** to obtain information, or to evaluate applicants.
29. **Investigate** by seeking the underlying causes of a problem.
30. **Learn** the techniques of operating new equipment, new procedures or methods at the job site.
31. **Manage** the work of others or the processing of information.
32. **Memorize** data, lists, etc. that may be necessary on the job.
33. **Organize** by bringing a team together to complete a specific project.
34. **Persuade** by influencing others to see your point of view.
35. **Plan** by generating support for one's ideas within an organization, generate support, and attempt to influence policy.
36. **Question** to obtain information or clarification.
37. **Read** and/or **review** company or product information.
38. **Research** by extracting information from libraries, archives, etc.
39. **Renovate** physical facilities to accommodate or customize spatial capabilities within the work site.
40. **Review** by re-assessing the effects of a program, or evaluating a plan, motive, special training program, etc.
41. **Revise** present policies, procedures or methods of operation.
42. **Schedule** meetings, conferences, etc.
43. **Teach** individuals to perform certain tasks, or tutor individuals in certain subjects.
44. **Train** independently or with others to perform in newly-assigned job responsibilities.
45. **Write** correspondence, reports, programs, sales presentations, promotional brochures or sales manuals

# Completed Example

## COOPERATIVE EDUCATION / INTERNSHIP LEARNING OBJECTIVES AGREEMENT FORM

Agreement To Be Completed And Signed: By Student, Supervisor And Faculty No Later Than The Third Week Of The Fall Or Spring Semester Or No Later Than The Second Week Of The Summer Term

STUDENT NAME: SLCC Student SEMESTER: Fall YEAR: 0000  
STUDENT IDENTIFICATION #: S000000001 MAJOR: Accounting

### AGREEMENT OF LEARNING OBJECTIVES FOR THE COOPERATIVE EDUCATION/INTERNSHIP COURSE

It is required to identify on-site learning objectives for the semester a student is enrolled in a Cooperative Education / Internship course. These objectives establish the learning outcomes for the course. The learning must be specific, measurable and related to the student's major course of study.

The Cooperative Education / Internship course is unique; in that, the student, supervisor and faculty all have a responsibility in creating the learning objectives that reflect and support viable learning opportunities.

Objectives must be initially drafted by the student, discussed with, and approved by the employment / internship supervisor, and receive final approval from the faculty member. Completion of these objectives will be used to determine the final letter grade for the course.

The number of learning objectives required will be determined by the faculty, and is based the number of credit hours and on the complexity of the objective and/or project.

**Students: place objectives below, email or give printed copy to supervisor, once approved by supervisor, email or give printed copy to faculty for final approval. (The agreement is complete once all three parties have signed the document. This must be finalized no later than the first three weeks of the fall or spring semester or no later than the second week of the summer term.)**

**Learning Objective #1:** By December 05, 20--, I will have learned the company's system for handling accounts receivable, by reading all available literature and working with the A-R clerk, my progress on this goal will be evaluated based on my supervisors evaluations and, my ability to handle the accounts receivable for two to four customers without assistance.

**Learning Objective #2:** By December 05, 20--, I will have gained proficiency using Peachtree accounting software to handle all accounts payable, by reading all available Peachtree literature and using the system on a daily basis, progress on this goal will be evaluated based on my supervisors evaluations and my ability to use Peachtree accurately with minimal mistakes.

**Learning Objective #3:** By December 05, 20--, I will have become proficient in the use of Excel Spreadsheets, by developing five spreadsheets to be used on a daily basis for recording various client payments, my progress on this goal will be evaluated based on my supervisors evaluations and the continued use of the multiple spreadsheet.

Consistent contact with you faculty is suggested during the semester, these contacts should be established with your faculty when reviewing the course on canvas or on the course syllabus.

#### **Faculty/Student Contact Requirements:**

*Weekly Progress Reports*  
*Midterm Evaluation*  
*Final Assignments & Evaluations – Due the week of finals*

#### **Type of Contact:**

*Email*  
*Instructor Office or at the Student's Job /Intern Site*  
*Turned in to faculty in office or electronically or through Canva*

It is suggested faculty have at least two contacts with the employment/internship supervisor; these contacts may take place over the telephone, email, or an on-site visit. The supervisor is encouraged to make contact with the faculty if they have questions or concerns.

### Cooperative Education / Internship Agreement

We the undersigned agree that the learning objectives/projects listed above are valid. The supervisor and SLCC faculty agree to provide the necessary supervision and mentoring to ensure that the maximum educational benefits are achieved from the student's work / internship experience. The college will award academic credit for successful completion of the learning objectives.

*S. Student* Sep. 09. 0000  
\_\_\_\_\_  
Student's Signature (Date)

*T. Supervisor* Sep. 09. 0000  
\_\_\_\_\_  
Supervisor Signature Date

*S.C. Faculty* Sep. 09. 0000  
\_\_\_\_\_  
Faculty Signature Date

# COOPERATIVE EDUCATION / INTERNSHIP LEARNING OBJECTIVES AGREEMENT FORM

Agreement To Be Completed And Signed: By Student, Supervisor And Faculty No Later Than The Third Week Of The Fall Or Spring Semester Or No Later Than The Second Week Of The Summer Term

STUDENT NAME: \_\_\_\_\_ SEMESTER: \_\_\_\_\_ YEAR: \_\_\_\_\_

STUDENT IDENTIFICATION #: \_\_\_\_\_ MAJOR: \_\_\_\_\_

## AGREEMENT OF LEARNING OBJECTIVES FOR THE COOPERATIVE EDUCATION/INTERNSHIP COURSE

It is required to identify on-site learning objectives for the semester a student is enrolled in a Cooperative Education / Internship course. These objectives establish the learning outcomes for the course. The learning must be specific, measurable and related to the student's major course of study.

The Cooperative Education / Internship course is unique; in that, the student, supervisor and faculty all have a responsibility in creating the learning objectives that reflect and support viable learning opportunities.

Objectives must be initially drafted by the student, discussed with, and approved by the employment / internship supervisor, and receive final approval from the faculty member. Completion of these objectives will be used to determine the final letter grade for the course.

The number of learning objectives required will be determined by the faculty, and is based the number of credit hours and on the complexity of the objective and/or project.

**Students: place objectives below, email or give printed copy to supervisor, once approved by supervisor, email or give printed copy to faculty for final approval. (The agreement is complete once all three parties have signed the document. This must be finalized no later than the first three weeks of the fall or spring semester or no later than the second week of the summer term.)**

Insert Learning Objectives Here:

Consistent contact with you faculty is suggested during the semester, these contacts should be established with your faculty when reviewing the course on canvas or on the course syllabus.

Faculty/Student Contact Requirements:

Type of Contact:

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It is suggested faculty have at least two contacts with the employment/internship supervisor; these contacts may take place over the telephone, email, or an on-site visit. The supervisor is encouraged to make contact with the faculty if they have questions or concerns.

## Cooperative Education / Internship Agreement

We the undersigned agree that the learning objectives/projects listed above are valid. The supervisor and SLCC faculty agree to provide the necessary supervision and mentoring to ensure that the maximum educational benefits are achieved from the student's work / internship experience. The college will award academic credit for successful completion of the learning objectives.

\_\_\_\_\_  
Student's Signature (Date)

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## Documentation and Progress Reporting

Consistent on-going documentation and communication will have a direct effect on receiving an acceptable grade for the Cooperative Education / Internship course. Because there is minimal face to face contact with your assigned faculty, the documentation you turn in must demonstrate the progress you are making towards completing your learning objectives.

Faculty requires consistent and timely documentation, providing them with updates outlining the progress you are making on your learning objectives. You will turn in the documentation to your faculty via email or canvas throughout the semester.

Faculty requirements will vary as to when these written progress reports are to be turned in. This will be discussed with you during the initial meeting with your assigned faculty.

### Example: Learning Objective Progress Report

Cooperative Education / Internship – Learning Objective / Progress Report

CO-OP / Internship Student: \_\_\_\_\_

CO-OP / Internship Faculty: \_\_\_\_\_

CO-OP / Internship Supervisor: \_\_\_\_\_

CO-OP / Internship Course: \_\_\_\_\_

### Learning Objective 1

By December 05, 20-- , I will have learned the company's system for handling accounts receivable, by reading all available literature and working with the A-R clerk, my progress on this goal will be evaluated based on my supervisors evaluations and my ability to handle the accounts receivable for two to four customers without assistance.

## Learning Objective 2w

By December 05, 20--, I will have become proficient in the use of Peachtree computer software to handle all accounts payable, by reading all available Peachtree literature and using the system on a daily basis, my progress on this goal will be evaluated based on my supervisors evaluation and my ability to use Peachtree accurately with minimal mistakes.

### Learning Objective 3

By December 05, 20--, I will have become proficient in the use of Excel Spreadsheets, by developing five spreadsheets to be used on a daily basis for recording various client payments, my progress on this goal will be evaluated based on my supervisors evaluations and the continued use of the multiple spreadsheet.

Date	Objective	Activity	Hours
week 1 - No Course Activity			
Week 2			
		Attended Course Orientation	
		Contacted faculty via email to set one on one initial meeting	
		Established learning objectives for supervisor and faculty approval	
		Met with supervisor to review and receive approval for learning objectives. Supervisor approved objectives and signed off on the Learning Objectives Agreement form.	
		Emailed learning objectives to faculty for approval	
		Met with faculty, reviewed learning objectives and syllabus	
Week 3			
00/00/00	#1	Attended Accounts Receivable In-Service Training; the training focused on company processes for effectively collecting on past due customer accounts by using effective communication practices	4 hours
		TOTAL HOURS	4 HOURS

## Learning Objective Progress Report

## Cooperative Education / Internship – Learning Objective / Progress Report

CO-OP / Internship Student: \_\_\_\_\_

CO-OP / Internship Faculty: \_\_\_\_\_

CO-OP / Internship Supervisor: \_\_\_\_\_

CO-OP / Internship Course: \_\_\_\_\_

Insert Approved Learning Objectives Here:

[illegible]

## Cooperative Education/ Internship - Student Self Evaluation - Page 1 of 2

*Evaluate your Cooperative Education / Internship experience in the following areas as they apply to your individual situation and return it to your faculty; (per faculty instruction and timeline).*

### **ACADEMIC**

1. How did your Cooperative Education/Internship learning objectives relate to your academic major?

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### **PERSONAL DEVELOPMENT**

2. What aspects of the work experience / internship added to your professional development (self-confidence, increased competencies, perseverance, attitude, determination, human relations skills, etc.)?

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3. What professional areas do you feel you may need to improve to be effective in your chosen career or position?

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### **PROGRAM EVALUATION**

1. Based on your needs: was your faculty effective in supporting you in meeting your learning outcomes?

Yes      Somewhat      No

2. Did you achieve the learning outcome you expected?

Yes      Somewhat      No

3. Give some indication of your satisfaction with the CO-OP/Internship process?

Very Satisfied      Satisfied      Not Satisfied

4. Please provide a suggestion to improve your experience in this course

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	Learning Outcomes Evaluate Your Progress on Each Objective
<u>1</u>	
<u>2</u>	
<u>3</u>	
<u>4</u>	
<u>5</u>	
<u>6</u>	
<u>7</u>	

- A      Outstanding Performance  
B      Exceeded Average Performance  
C      Average Performance  
D      Limited Accomplishment  
E      Failed to Make Any Significant Progress

Recommended final grade for  
this semester should be (circle one):

Turn Completed form in to Faculty – (per faculty instruction and timeline)

A      C      D      E      INCOMPLETE

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## Cooperative Education/ Internship - Student Self Evaluation - Page 2 of 2

### ACADEMIC PERFORMANCE EVALUATION:

Describe how each learning objective met academic standards in gaining knowledge directly related to your academic major.

Objective #1: \_\_\_\_\_

\_\_\_\_\_

Objective #2: \_\_\_\_\_

\_\_\_\_\_

Objective #3: \_\_\_\_\_

\_\_\_\_\_

Objective #4: \_\_\_\_\_

\_\_\_\_\_

Objective #5: \_\_\_\_\_

\_\_\_\_\_

Objective #6: \_\_\_\_\_

\_\_\_\_\_

### PERSONAL DEVELOPMENT COMMENTS

1: \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

### PROGRAM EVALUATION COMMENTS

1 \_\_\_\_\_

\_\_\_\_\_

## SUPERVISOR ROLE IN THE COOPERATIVE EDUCATION /INTERNSHIP COURSE

As a Supervisor/Mentor for a Cooperative Education / Internship student, you become a member of the SLCC educational team. Participation in this course gives you the opportunity to participate in the education of your future workforce. We hope that you take this responsibility seriously and that you will take a proactive approach in this learning process.

**If you are an employer offering an unpaid/short term internship; the following Department of Labor “Fair Labor Standards Act” must be followed:**

**If ALL of the following factors are met, an intern will be considered a “trainee” and an employment relationship does not exist under FLSA:**

1. The internship is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship;
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

### EMPLOYMENT / INTERNSHIP SUPERVISOR TAKES THE RESPONSIBILITY TO:

- Support the student in using this experience as an educational tool
- Take an active role in developing specific learning objectives with the student  
(a successful Cooperative Education / Internship experience requires that all learning objectives are approved and supported by all participants)  
(learning objectives must be specific to the students’ area of study)  
(once developed, the objectives are turned in to the faculty for final approval)  
(the final learning outcome must be approved by the faculty)
- Participate, supervise and evaluate the learning experience that justifies awarding academic credit to this student
- Assess and grade how well the student has completed his/her objectives and how well he/she has performed in other basic work areas. Your evaluation will be used by the course faculty to determine the final grade for the student’s.
- Cooperative Education / Internship course.
- Complete the final course evaluation form with the student, (The completed form can be turned in to the faculty via email or in person, or given directly to the student to turn into the faculty) (See Supervisor Evaluation Form)
- Contact the faculty if there are any issues or concerns regarding the Cooperative Education / Internship student

**The success of the Cooperative Education / Internship course depends on good communication and documentation by all individuals involved; the student is the common link between the Cooperative Education / Internship Supervisor and Faculty, and is required to maintain contact with both throughout the semester.**

### Career Services Advises the Cooperative Education / Internship Supervisor to:

Contact the course faculty if you have any questions or concerns regarding the Cooperative Education/Internship student, course or process.

Contact the SLCC – Career Services Office at 801-957-4014; ask to speak with a Career Advisor if you have difficulty contacting the faculty, or if you have any questions concerning the Cooperative Education / Internship program



## Cooperative Education / Internship - Supervisor Evaluation

Please complete the supervisor evaluation; this information will be utilized by the faculty to determine the student's final grade.  
(The completed form can be turned in to the faculty via email or in person, or given directly to the student to turn into the faculty)

Forms and Information Can Be Accessed On-Line at: <http://www.slcc.edu/careerservices/work-for-credit/forms.aspx>

### KEY

5=Excellent  
4=Very Good  
3=Average  
2= Fair  
1= Unsatisfactory

#### 5 4 3 2 1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Quality of Work

Produces acceptable work, is accurate and thorough  
Demonstrates progress in developing job specific skills  
Performs duties in a timely and professional manner  
Looks for ways to improve, shows initiative  
Identifies problems and finds solutions  
Deals with routine tasks efficiently

#### Attendance

☐ Not Acceptable  
☐ Acceptable

#### 5 4 3 2 1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Communication Skills

Accepts and responds appropriately to feedback  
Communicates effectively with co-workers, supervisors, and the public  
Works well with co-workers; contributes to team effort  
Understands and follows instructions  
Respects and works effectively with diverse people  
Deals with routine tasks efficiently

#### Punctuality

☐ Not Acceptable  
☐ Acceptable

#### 5 4 3 2 1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Professionalism and Work Ethic

Manages time in an effective and appropriate way  
Consistently follows through on tasks  
Performs effectively under pressure  
Uses technology competently  
Arranges for time off in advance  
Dress and grooming are appropriate for the job

#### Overall Rating

☐ Excellent  
☐ Very Good  
☐ Average  
☐ Fair  
☐ Poor

Comment on the student's progress toward completion of the approved learning objectives / projects:

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In which areas could the student improve?

---

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	Learning Objective Performance Rating Evaluate Each Objective
1.	
2.	
3.	
4.	
5.	
6.	
7.	

## **FACULTY ROLE IN THE COOPERATIVE EDUCATION /INTERNSHIP COURSE**

The faculty member is responsible for maintaining the academic integrity of the course and its corresponding learning objectives. Faculty has the opportunity to help Salt Lake Community College link with business and industry to improve the quality of education delivered to our students. Faculty may, in some cases, gain information about, and access to; technologies that improve SLCC student's learning experiences.

### **FACULTY TAKES THE RESPONSIBILITY TO:**

- Provide the student with expertise and guidance in completing the learning outcomes associated with this course.
- Assist the student in understanding and solving course related or training related issues that may be encountered.
- Establish contact with the Employment / Internship supervisor at the beginning of the semester.
- Instruct and expect the student to set "program specific" learning objectives
- Develop course learning objectives utilizing the student and employment/internship supervisors' input.
- Approval of the final learning objectives is based on faculty discretion, objectives may not be approved if the learning does not meet the program curriculum
- A successful experience requires that all learning objectives are approved and supported by all participants. If you do not approve the submitted objectives; notify the student with an explanation of why the objectives were not satisfactory, and assist the student in developing objectives that will satisfy your academic requirements
- Sign the Learning Objective Agreement form within the first three weeks of the semester.
- Maintain the integrity of the learning and the final grade given for the Cooperative Education / Internship course.
- Assess and grade how well the student completed their learning objectives and how well the student performed in other basic work areas, how additional assignments were completed, i.e. research papers, journals or other data.
- Utilize the student's self-evaluation in conjunction with the supervisors' evaluation and the course syllabus when determining the student's final grade.
- Once all student and supervisor documentation is evaluated and the faculty evaluation is complete, record the students grade and return the completed documentation to the Career Services office, Taylorsville Redwood - SC 002 for file maintenance.

### **Based on national best practices: Career Services encourages faculty to:**

Schedule an initial face to face meeting with the student to: review the course requirements and syllabus.

Establish a timeline of five or more contacts with the student over the semester. **(See Syllabus Example)**

Maintain contact with the student throughout the semester.

Review and approve or assist the student in creating course learning objectives.

Maintain contact with the on-site employment or internship supervisor.

Conduct an exit meeting with the employment / internship supervisor, and student, this meeting is most effective if done in person at the employment / internship site. Allowing everyone involved to discuss the cooperative education / internship experience.

The final meeting is considered a type of exit interview, and is an opportunity for you to collect all completed documentation from the student and supervisor.

Contact the SLCC – Career Services at 801-957-4014; ask to speak with a Career Advisor if you have questions or suggestions concerning the Cooperative Education / Internship process.

## **EXAMPLE**

### **COOPERATIVE EDUCATION / INTERNSHIP SYLLABUS**

Cooperative Education / Internship Faculty: \_\_\_\_\_

Office Location: \_\_\_\_\_ Telephone Number \_\_\_\_\_ E-mail: \_\_\_\_\_

Office Hours: M-F: \_\_\_\_\_

#### **Course Objectives:**

New learning will be achieved in the workplace or internship that will increase student's knowledge and skills as it relates to their specific academic program.

#### **Course Outline: (example)**

Student Will:

#### **Develop Learning Objectives:**

In collaboration with your direct supervisor you will establish learning objectives; these learning objectives should reflect new learning that will occur at your workplace or internship. Both you and your supervisor will then sign the Cooperative Education/Internship Learning Objectives Agreement Form. Your faculty will also review your learning objectives and will sign the agreement form indicating his or her approval.

#### **Maintain a Log of Hours & Activities:**

You are required to spend 2 hours per week working on your learning objectives for every one hour of credit you are seeking. (Normally, students seek 3 hours of credit; meaning 6 hours per week are required. When multiplied by 15 weeks, this totals the 90 hours you must spend working on your learning objectives during the semester to receive 3 academic credits).

You must keep a careful log of the hours and activities expended on the learning objectives, and provide the progress and time report to your faculty throughout the semester and at the final meeting.

#### **Interim Contacts:**

During the semester you will be required to contact your assigned faculty at least five (5) times to review the progress on your learning objectives. This contact schedule will be developed at the initial faculty/student meeting, missing one or more of these contacts will affect your final grade. Your faculty will contact your employment / internship supervisor twice during the semester to evaluate your progress

#### **Final Faculty Contact:**

Contact your faculty at the end of the semester to receive instruction on completing the course, (for example; scheduling a final meeting, turning in supervisor evaluation, student evaluation and any course assignments, etc.

If an on-site, face to face meeting is required by your faculty: you may be asked to provide a verbal and written report of how you did on your learning objectives. Your employment supervisor will also comment on each of the objectives and grade your work.

#### **Final Grade:**

Your final grade will be calculated using your self-evaluation, your on-site supervisor's evaluation and completing the course requirements assigned by your faculty, i.e. attending scheduled meetings, written assignments, including journals and time sheets.

FACULTY RECORD OF STUDENT & SUPERVISOR CONTACTS & ACTIVITIES (faculty form)

STUDENT: \_\_\_\_\_ CO-OP /INTERN COURSE: \_\_\_\_\_

FACULTY / STUDENT CONTACTS

	On-Campus	Telephone	Email	Online
Date				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FACULTY / STUDENT CONTACTS

	In Person	Telephone	Email	Online
Date				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

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\_\_\_\_\_

Cooperative Education / Internship Course: Student & Supervisor Contact Activities

- ☐ Initial meeting with student to review learning objectives and course requirements
- ☐ Learning Objectives approved
- ☐ Learning Objective Agreement Form, completed, and signed no later than the second or third week of the semester
- ☐ Student turned in Learning Objective progress reports throughout the semester as required
- ☐ Student turned in additional course assignment (if required)
- ☐ Complete final meeting with student and supervisor, via telephone, email or in person
- ☐ Student completed additional departmental requirements

Faculty progress notes on student’s learning objectives:

\_\_\_\_\_

\_\_\_\_\_

## Cooperative Education / Internship Faculty Evaluation (faculty form)

Final Learning Objective Evaluation:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Performance Rating On Each Objective:

	Student	Supervisor	Faculty	Average	Comments (Optional)
1					
2					
3					
4					
5					
6					
7					

- A Outstanding Performance
- B Exceeded Average Performance
- C Average Performance
- D Limited Accomplishment
- E Failed to Make Any Significant Progress

Final Grade \_\_\_\_\_

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Name (Please Print)

\_\_\_\_\_  
Date

## Cooperative Education / Internship Semester General Activity Calendar

\*This is a suggested timeline; your faculty will establish the required course content through canvas or a course syllabus.

Once you have completed the orientation, the calendar will provide you with a general overview of the course activities throughout the semester.

- Week 1** Classes Begin  
Contact your Cooperative Education/Internship Course faculty via telephone or email. (you received their contact information at your orientation).  
Check for course content on Canvas  
Begin drafting learning objectives/outcomes
- Week 2** Finalize learning outcomes.  
Review learning objectives with your supervisor for discussion and approval.  
Submit learning objective agreement form to faculty for review and final approval (via email)
- Week 3** Final week to submit learning objective agreement form to faculty for approval and signature
- Week 4** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 5** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 6** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 8** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 9** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 10** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 11** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 12** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 13** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 14** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.  
**Week 15** Work on learning outcomes, document activity and hours, submit progress report to faculty via email or Canvas.
- Week 16** Check Canvas for course instructions.  
Meet with supervisor and complete the supervisor evaluation form.  
Complete self-evaluation.  
If the course is not on canvas, contact faculty for instructions: (i.e. how, when and where turn in all final documentation and required assignments, i.e. self-evaluation, supervisor evaluation, etc.)
- FINALS WEEK** If your course assignments / documentation have not been turned in, they must be completed and turned in no later than the week of finals.

### END OF THE SEMESTER REMINDERS...

### ITEMS TO COMPLETE TO RECEIVE YOUR COOPERATIVE EDUCATION/INTERNSHIP COURSE GRADE

Documentation & forms due at the end of the Semester may include:

Faculty Assignments; i.e.: final report, research paper, completed project, etc.

Final Progress Report/Summation

Student Self Evaluation

Employment /Internship Supervisor Evaluation

All documentation must be turned in to your faculty, in person, email or canvas, this is dependent on faculty instructions.

**Please DO NOT drop off your assignments or final paperwork at the Career Services office; we do not issue your grade. It is the student's responsibility to get their assignments to their course faculty.**

### COURSE SURVEY'S:

In order for us to better serve students, our office will email you a student survey.

Please complete and return your student survey to: [Janet.Perschon@slcc.edu](mailto:Janet.Perschon@slcc.edu).

A survey will also be emailed to your supervisor for their feedback regarding the Cooperative Education / Internship course.

**Cooperative Education / Internship Forms on-line at:**

**<http://www.slcc.edu/careerservices/work-for-credit>.**

**Career Services**  
**Career Services for Salt Lake Community College Students**  
**<http://www.slcc.edu/careerservices/>**

**Career Services**

**Offers Comprehensive Career and Employment Assistance for SLCC Students**

**<http://www.slcc.edu/careerservices/>**

- Career Exploration and Assessment Assistance
- Career Related Employment Resources / Job Postings and Employment Resources
- Career Building Workshops
- Professional Resume & Cover Letter Development
- Career Portfolio Development
- Self-Marketing / Personal Branding through Social Media, Workshops and Training
- Cooperative Education / Internship Opportunities (earn academic credit for working or interning)
- Spring & Fall Semester Job/Career Fairs, hosting over 200 employers actively recruiting employees
- College Central Network - <https://www.collegecentral.com/slcc>
- 24/7 On-line job board and resources
- Job Lists / Hundreds of full and part time positions
- Hot Jobs / Employer Recruiting Schedules / Job and Career Fairs / Employer Events
- Job Skills Videos and Job Searching Resources

**College Central Network**

**<https://www.collegecentral.com/slcc>**

- Search thousands of local and national employment opportunities
- View and apply to jobs on one of the nation's largest job boards
- 24/7 access to career and employment resources
- Review and register to attend SLCC career events
- Download the app to your mobile device

**Focus 2 Careers**

- Conduct research on local careers and SLCC majors
- Career Assessments
- Occupational outlooks and related academic program information
- Current career related employment opportunities

**Work with a Professional Career & Job Development Advisor**

**<http://www.slcc.edu/careerservices/>**

- Successful Job Search Strategies
- Successful Interviewing Techniques / Mock Interviews
- Professional Resume / Cover Letter / Application Development
- Linked In – Career Building Using Social Media
- Career E-Portfolio – create a on line career portfolio
- Dressing for Success and to Impress

**Visit a Career Services Office near you:**

**Taylorsville Redwood Campus – Student Center – Room 002**

4600 S. Redwood Road  
Salt Lake City, Utah 84130  
801-957-4014

**South City Campus – Room 1-061R**

1575 S. State Street  
Salt Lake City, Utah 84115  
801-957-3047

**Jordan Campus – HTC Room 110-A**

3491 West 9000 South  
West Jordan, Utah 84088  
801-957-6242

**Westpointe Campus – SSB 102**

2150 West Dauntless Ave.  
Salt Lake City, Utah 84116  
801-957-2154

## Cover Letter Sample

John E. Job  
Salt Lake City, Utah

February 01, 20--

Mr. Bill Ault  
Hiring Manager  
Sundance Industries  
1212 South Main  
Salt Lake City, Utah 84000

Dear Mr. Ault:

I am interested in applying for the Assistant Account Manager position that you had listed through Indeed.com on Sunday, January 31st

I have two years of directly related experience and will be completing my Associate of Science of Business with an emphasis in Accounting in May 2018.

My computer skills and customer service background are a direct fit with the job description and I believe my work ethic and production driven ideals would be a great asset to your organization.

Please refer to my attached resume for a more comprehensive review of my educational and employment background.

I believe that I would be an excellent candidate for this position and would like the opportunity to interview with you in person so we can discuss the position in detail, and determine how my skills, knowledge and training would benefit your organization.

I can be reached at 801-555-5555 or by email at johnejob@gmail.com

Thank you for your time and consideration. I look forward to talking with you.

Sincerely,

A handwritten signature in cursive script that reads "John E. Job".

John E. Job



# Sample Resume Format

## John E. Job

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Salt Lake City, Utah 84000  
www.linkedin slcc student example

Telephone (801) 555-5555

johnejob@gmail.com

### Summary

Motivated accounting student offering a strong educational foundation in accounting, with a strong background in business, customer service and teamwork. Willing to work hard to further my accounting knowledge while contributing to the success of your business. I believe these attributes would be a great addition to your team and an overall asset to your organization. I look forward for the opportunity to use my skills and strengths in the Assistant Account Manager position with Sundance Industries.

### Education

Salt Lake Community College Associate of Science	Salt Lake City, Utah Business / Accounting	2016 to Present 3.8 GPA
Murray High School High School Diploma	Murray, Utah General Education	June 2015 3.7 GPA

### Relevant Coursework and Training

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Business Management</li><li>• Accounting I</li><li>• Accounting II</li></ul> | <ul style="list-style-type: none"><li>• Credit &amp; Collections</li><li>• Personal Finance</li><li>• Marketing</li></ul> | <ul style="list-style-type: none"><li>• College Algebra</li><li>• Communications</li><li>• English</li></ul> |
|--|---|--|

### Skills and Abilities

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Computer Proficiency</li><li>• Microsoft Operating Systems</li><li>• Type 45wpm</li><li>• Social Media</li><li>• Research</li></ul> | <ul style="list-style-type: none"><li>• Bilingual English &amp; Spanish</li><li>• Customer Service Experience</li><li>• Account Collections</li><li>• Account Management</li><li>• Sales</li></ul> | <ul style="list-style-type: none"><li>• Communication Skills</li><li>• Productive</li><li>• Achievement Oriented</li><li>• Follow Instructions</li><li>• Dependable</li></ul> |
|---|--|---|

### Employment History

#### Teller

<b>Snow Valley Credit Union</b>	<b>Salt Lake City, Utah</b>	<b>2015 to Present</b>
<ul style="list-style-type: none"><li>• Provide superior customer service to all credit union customers, providing prompt, knowledgeable and courteous service.</li><li>• Cash checks, process account deposits and withdrawals, accept loan payments.</li><li>• Identify sales opportunities, referring credit union customers for additional services when appropriate.</li><li>• Balance teller drawer for cash receipts and other transactions.</li></ul>		

#### Lead Returns Processor

<b>ABC Inc.</b>	<b>Salt Lake City, Utah</b>	<b>2014 to 2015</b>
<ul style="list-style-type: none"><li>• Responsible for exceeding daily merchandising responsibilities, organized staff schedules, maintained overall department</li><li>• Assisted escalated level customer requests with returns and exchanges of merchandise according to company policies.</li><li>• Supervised cashiers working in the customer service/returns department.</li></ul>		

### Accomplishments

Snow Valley Credit Union	Outstanding Employee Recognition	2016
Salt Lake Community College	Deans List	2016/17

### Volunteer Community Involvement

Tutor	Boys & Girls Club	2016 to Present
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### References

Jane Doe	Manager	801-000-0000
Teri White	Clinical Social Worker	801-111-1111