

pletion of at least one period of residence at the institution is desirable. Any placement prior to this enrollment should be discouraged since it cannot properly be supervised by the institution, and adequate orientation of the student cannot be performed.

It is the responsibility of the institution to conduct an orientation of students prior to placement. This orientation should include information regarding academic requirements, supervisor's evaluation of students, required reports, placement opportunities, industrial safety, and other relevant matters, including the student's responsibility to his employer. It is essential that the student be aware of what to expect prior to his first work assignment.

A bona fide cooperative program involves regularly planned alternation of full-time academic study with full-time experience assignments. The academic and the industrial periods should be of approximately equal length. Experience periods should be of substantial length in order to insure that the student will have the opportunity to assume and to discharge significant and responsible assignments during each period. Experience during normal summer vacations of students in conventional curricula is not considered cooperative education, however meaningful the summer work may be for such students. In cooperative education programs, students should have a total of at least one year of institution-supervised work experience in several industrial periods.

Written reports by the student enhance his understanding of his work, and they provide practice in communication. The reports, when required, should have appropriate review and evaluation by the employer, including those reports involving security, and also by a faculty member.

GOALS FOR COOPERATIVE EDUCATION

The continuing progress and potential expansion of cooperative education require that rigorous appraisal be given to the future growth and development of this method of higher education.

It is believed that the following goals will serve as a basis for the development of different and new approaches which will contribute to developing more fully the potential of cooperative education. Hopefully, these goals will open up new horizons and both institutions and employers will be encouraged to think imaginatively about changes and improvements in existing and future programs.

First: A desirable goal is to produce and promulgate a set of guidelines designed for the use of an employer or institution considering the initiation of a program of cooperative education for the first time.

Second: The instructional value of a properly coordinated work experience is not only an integral, but a uniquely significant component, of any cooperative education program. The permanent institutional record of the student in a cooperative education program should indicate participation in the program. Appropriate recognition upon graduation should be accorded students by designation on the diploma or other appropriate means.

Third: In recognition of the educational value of a properly supervised cooperative education program consideration might wisely be given at this time to the possibility of granting academic credit for the work experience of the cooperative student. Institutions should be encouraged to explore possibilities for granting such credit. As a first step, a committee might be appointed to explore present practices in institutions of higher education for the granting of credit for work experience. Such a committee might well consider criteria which could be recommended for use by institutions concerned.

Fourth: The recognition of the professional aspects of the coordinator's position within the academic community as well as within the industrial community is necessary if he is to perform successfully the many tasks for which he is responsible. He serves as academic counselor, guidance counselor, career catalyst, as well as administrator of all phases of the program.

Faculty rank should be accorded the coordinator which is in line with the level of his responsibilities. He should be encouraged to broaden his outlook by maintaining membership in national professional organizations as well as cooperative education organizations. Institutions and employers alike should act to assure the coordinator of his professional standing. They should encourage the continued development of an attitude which recognizes the coordination profession as one with uncommon rewards and as a desirable and exciting career in itself.