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Job Development Programs

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Job Development Programs

In 1979, at the University of Missouri-Columbia (MU), the Career Center (CPPC) and the Financial Aid Office collaborated to create the "job locator program" as identified in the Higher Education Act of 1965 and Amendments in 1976, 1980 and 1992. The Job Development Programs provide students with extra income as well as relevant work experience while employers gain student employees who have experienced practical application of the theories learned in classrooms. Therefore, the Job Development Programs provide an ideal opportunity to bridge the gap between the world of academia and the world of work.

Job Development Programs assist students in acquiring experiential learning through six programs: Cooperative Education, Internship, Part-time Jobs, Work Study, Service-Learning, and Volunteer. (See Chart 1) These programs provide students with learning and theory application outside the classroom, realistic views and advanced insight into future careers, and an increase in educational motivation through clarification of major choice. The programs also provide employers with motivated responsible employees, opportunities to recruit permanent professional personnel, strengthened relationships with the University, and opportunities to contribute to the education and career development of employed students.

Cooperative Education is a unique plan of education that integrates classroom study with planned and supervised experiences. Most co-ops are either alternating or parallel or some combination thereof. Through alternating co-ops students attend school full time for one

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**EXPERIENTIAL LEARNING
CONTINUUM**

COOPERATIVE EDUCATION	INTERNSHIPS	PRACTICUMS	PART-TIME EMPLOYMENT	WORK STUDY ASSIGNMENTS	SERVICE-LEARNING	EXTERNSHIPS	VOLUNTEER
PAID	PAID AND UNPAID	PAID AND NOT PAID	PAID	PAID	NOT PAID, PAID OR STIPEND	NOT PAID	NOT PAID
TWO SEMESTERS OR LONGER	ONE SEMESTER, SUMMER OR LONGER	ONE SEMESTER, SUMMER OR LONGER	VARYING DURATION	VARYING DURATION	VARYING DURATION	BRIEF LIMITED INVOLVEMENT	VARYING DURATION
CAREER RELATED EMPLOYMENT INTEGRATED WITH ACADEMIC PROGRAMS	CAREER RELATED, STRUCTURED LEARNING EXPERIENCES	CAREER RELATED, STRUCTURED LEARNING EXPERIENCES, PLUS SEMINAR	CAN BE CAREER RELATED, MINIMALLY STRUCTURED	CAN BE CAREER RELATED, MINIMALLY STRUCTURED	CAREER RELATED, STRUCTURED LEARNING EXPERIENCES INTEGRATED WITH ACADEMIC PROGRAMS AND SOCIAL CONSCIOUSNESS	CAREER RELATED, STRUCTURED LEARNING EXPERIENCES	CAN BE CAREER RELATED, MINIMALLY STRUCTURED
CREDIT OR NON-CREDIT	CREDIT OR NON-CREDIT	CREDIT USUALLY REQUIRED	NON-CREDIT	NON-CREDIT	CREDIT OR NON-CREDIT	NON-CREDIT	NON-CREDIT

NOTE: A STUDENT MAY BE SEEKING A PART-TIME JOB TO HELP PAY FOR HIGHER EDUCATION, LIVING EXPENSES OR FOR SPENDING MONEY. WHATEVER THE REASON, ENCOURAGE HIM/HER TO APPLY FOR POSITIONS THAT WILL PROVIDE EXTRA INCOME AS WELL AS CAREER RELATED EXPERIENCES.

semester and work full-time (off campus) the following semester. Typically, students graduate in five years, alternating work and study until all requirements have been completed. Through parallel co-ops students work part-time (15-25 hours per week) while attending classes. Graduation may occur in four years although many students find it takes longer to complete all requirements.

By becoming involved in this program, employers will receive invaluable services from the students and at the same time provide students with an opportunity to acquire valuable skills. As all co-ops are paid positions, the experience also assists students in financing a college education.

The Internship program is similar in its operation and its experiential orientation, yet the terms of employment are different. The employer has the opportunity to utilize the services of a student for a semester or a summer. These opportunities can be on a paid or unpaid basis and often provide a structured learning experience for the student.

The Part-time Job program allows the employer to augment the work force with part-time student help. A position in this program can be filled on a temporary or permanent basis. Students use this service to help with additional funding for college expenses as well as obtain career skills.

Over the past several years, the Job Development Programs have placed thousands of students with local employers as well as Fortune 50 and 500 companies as far away as New Jersey and California. Students have been placed in a range of positions, including pay roll clerk, computer systems analyst, social service worker, lab technician, and business manager. The interaction of the business community with academia through the Job Development Programs benefits the employer and students through the process of mutual exploration, whereby the employer can scrutinize potential full-time employees and students can determine whether the chosen occupation complements his/her interests and abilities.

The transfer of Work Study assignments from MU's Financial Aid Office to CPPC occurred in 1994. The philosophy of the move dealt with CPPC's ability to ensure that students get a direct educational outcome from his/her Work Study experience. To accomplish this, CPPC identified student's current skills, as well as skills students would most like to develop. In addition, CPPC worked closely with faculty and staff to develop meaningful employment positions within departments. CPPC also developed training elements in order to help students learn important work skills and to help employers further develop supervisory skills.

The Service-Learning program provides opportunities for students to participate in community service and incorporates thoughtful reflection about the learning aspects of the service. The National and Community Service Trust Act of 1993 offers opportunities for students to earn education awards and stipends in return for service. The Service-Learning program is still in the development stages and proves to be widely supported by the campus as well as the community.

The Volunteer program is the fifth experiential learning opportunity provided through the Job Development Programs. Students are available on a volunteer basis for a long or short-term duration. Many students are interested in this type of program because they not only gain career related experience, but they are also able to make meaningful contributions to the community.

An employer who wishes to hire a student through the MU CPPC Job Development Programs notifies CPPC of the opening and lists any basic skills that the applicant would be expected to have. Occasionally, specific course work or GPA minimum is also outlined. The position details are posted on the bulletin boards outside CPPC and on the computer mainframe system. Students are able to obtain more information about the positions by bringing the student ID and the position numbers to the CPPC information desk. Here paraprofessionals will go over the position requirements with students, answer questions students have and direct students to further information as needed (resume writing, practice job interviewing, etc.).

The Job Development Programs staff is also responsible for the operation of the Practice Job Interview program. This program operates during both the fall and spring semesters and affords students with the opportunity to do a practice interview with a professional employer from the community. The interview is video taped and critiqued during the half-hour session. These sessions help students eliminate interview jitters and learn how to deal with difficult interview questions. Many students commented that this program directly contributed to successful employment interviews.

Overall, the Job Development Programs at MU have been very successful. Last year, the experiential programs provided several thousand jobs to students who earned in excess of four million dollars. This figure reflects a 65 percent increase in students earnings in comparison to the 1979 figures. Furthermore, the number of students getting jobs through CPPC in 1979 was a mere 432 compared to the 2147 who were assisted in 1992, thus reflecting a 20 percent increase in student employment.

Service-Learning: A New Priority for Career Centers

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What Is Service-Learning?

Service-learning is a term that has been in use for at least twenty-five years. Jane Kendall (1991) stated that she has discovered at least 147 different terms used to express the basic concept of service-learning. It's very difficult to define a concept with such broad usage, but Kendall has attempted to identify key elements of the term. She noted that a concept that has experienced so much resistance and debate over its clarification obviously entails a strong investment on the part of its proponents. There is something uniquely powerful about combining the concepts of service and learning together; this something is not explained by either of these terms alone.

Service-learning incorporates two important factors which are not found in typical community service programs. These are an inclusion of the concept of learning and an emphasis on reciprocity. Learning involves doing, as is well-described in a quote from Confucius, "I read and I forget, I see and I remember, I do and I understand (Kendall, 1991, p. 10)." Students engaged in service-learning are involved in larger social issues which enhance theoretical classroom knowledge with real life experience, while at the same time providing needed benefits to the community.

Reciprocity involves an emphasis on both parties, both the server and the served, as having input into the development of any program. A free-flowing of giving and receiving occurs between both parties,

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