



CO-OPERATIVE EDUCATION PROGRAM

**PEP H A N D B O O K**

May 2023

*Established in 1999*

*Professional Experience Program*

## Preface

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

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

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

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## 1. INTRODUCING THE PROFESSIONAL EXPERIENCE PROGRAM (PEP)

### 1.1 What is the Professional Experience Program (PEP)?

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

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

The Co-operative Education and Work-Integrated Learning Canada (CEWIL) exists to support the common needs of employers, students, and institutions that are involved in Co-operative education. UNB's PEP staff are members of CEWIL.

### 1.2 Computer Science PEP Program at UNB

The PEP Program in the Faculty of Computer Science at UNB was implemented during the 1999/2000 academic year; the first PEP students went out on their first work term in September 2000. Students enrolled in the following programs are eligible to participate in the Faculty of Computer Science PEP Program:

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

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

The diagram below depicts two entry points for PEP. Stream 'A' allows students to embark on a 16-month PEP internships in May following the completion of third year, while stream 'B' and 'C' students can work for 12 months following the completion of their third year.

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

S = study term                      W = work term

**Figure 1:** Sequence of PEP Work and Study Terms

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

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

### 1.3 Advantages of PEP Programs

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

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

Some of the advantages to employers are:

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

Some of the advantages to the institution are:

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

## **2. PARTICIPATING IN PEP**

### **2.1 Employer Recruitment**

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

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

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

## 2.2 Student Admission

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

PEP applicants are required to have completed at least 30 required courses before the start of their work experience, and have a minimum grade point average, GPA, of 2.7 during their most recent full time semester. The student should also exhibit the personality traits and personal conduct that would indicate their suitability for working in a professional environment that is often team-oriented.

PEP students must be legally entitled to employment in Canada. The student must be a Canadian citizen or Permanent Resident or hold a valid work permit to legally qualify for employment in this program. Some federal and provincial government jobs demand Canadian citizenship and may therefore consider Permanent Residents or work permit holders to be ineligible for their jobs.

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

## 2.3 Visa (International) Students

Prior to 1989, Canadian immigration policies ruled visa students to be ineligible for employment and no satisfactory exemptions could be determined which might entitle them to work. In January 1989, we were advised in writing "**That Co-operative Education foreign students are exempt when the educational institution confirms that the work is an integral part of the course of study.**" This effectively means that visa students may apply for PEP jobs.

Once a visa student has completed the required orientation session, a Coordinator will provide the student with a letter, confirming their participation in the PEP Program, so they can complete the work permit application process. UNB's International Student Advisor's Office, <https://www.unb.ca/isao/>, provides group information sessions, workshops and individual advising to help VISA students apply for a work permit as well as renew their study permit.

## 2.6 PEP Staff

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

STAFF PERSON	PRIMARY RESPONSIBILITIES
Director	academic advising of students, mark technical work term reports, recruitment and orientation of students, employer recruitment and liaison, program policy formulation, general administration, liaison with other university bodies.
Coordinators (2)	work-related student advising, recruitment and orientation of students, liaison with students and employers, job placement, on-site visits, and monitoring of students. No academic advising of students.
Administrative Staff (1)	administrative and clerical duties, assisting with job placement, telephone messages, and maintaining co-op student files. No student advising.

## 3. **RESPONSIBILITIES IN THE PEP PROGRAM**

### 3.1 Employer Responsibility

Some of the employer's responsibilities are:

- To organize a workload appropriate to the student's level.
- To provide on-the-job guidance, supervision, and suitable working environment.
- To pay the student at a reasonable rate (refer to section 4.2.3).
- To observe legal hiring practices and to encourage students to complete their course of study.
- To adhere to the placement process (as described in Appendix 1) for the recruitment of PEP students.
- To review the student's work term goals and provide feedback where appropriate
- To assess the student's performance periodically and to submit an online evaluation (Appendix 5) at the end of the work term. The employer will review this evaluation with the student. Once submitted, the evaluation will attach to the student's work term record in ExperienceUNB, the UNB Co-operative Education Program Information Management System.
- To assist the student in locating suitable living accommodations where necessary.
- To assist in defraying travel costs where circumstances warrant.
- To observe the work term as a commitment to the student and the university for the duration of the work term period.



- To recognize that fluctuations in the availability of jobs and/or students do occur. It is not possible as a rule to guarantee jobs for students or students for jobs. The PEP staff will try to give a reasonable portrayal of the current situation when asked.
- To comply with all Provincial and Federal Human Rights, Employment and Freedom of Information legislation.

### 3.2 Student Responsibility

Student responsibilities include:

- To abide by all UNB Computer Science Co-op and PEP Program policies and procedures.
- To maintain conscientious work habits and behavior.
- To display satisfactory performance during the work term. An employer evaluation indicating unsatisfactory performance will normally cause the student to be removed from the PEP Program.
- To adhere to the placement process (as described in Appendix 1) for the recruitment of PEP students.
- To submit applications (cover letter, resume and unofficial transcript) for each specific job by the deadline. The Coordinator has the discretion to withhold a student's application under certain circumstances. These include:
  - Not meeting job posting criteria
  - Spelling and grammatical errors
  - Not following proper resume or cover letter format
  - Incomplete application documents
- **Falsifying or knowingly submitting a false transcript can result in an Academic Offense**
- To apply only for jobs in which they have a genuine interest and to commit to taking any job they rank.
- To submit satisfactory work term goals for each four-month work term, as outlined in section 4.4.1
- to submit to the Faculty a work term report for each 4 four-month work term during their PEP term. A complete final copy of the report will be evaluated by the Coordinator or a Faculty member (professor). Failure to submit a report will prevent the student from continuing in the PEP Program.
- Requirements for work term reports are outlined in section 4.6 of this handbook.
- To observe the work term as a commitment to the employer and the university for the duration of the work term period.
- Book a post work term meeting with a Coordinator following the completion of the work term.
- To temper expectations of the type, level, and quantity of work, the level of skill required, and the degree of stimulation and self-satisfaction with the realities of work project schedules, of the students' experience level, of seasonal lulls

(holidays) or peak periods, etc. Work terms will have their highs and lows; some may seem less-than-wonderful yet all should have valuable learning experiences if the student will recognize them.

### 3.3 University Responsibility

The Faculty of Computer Science Co-op & PEP Staff is responsible for the following:

- To approve all employer job postings before they are added to the Job Booklet
- To provide a coordination function between the employer and the students with respect to recruitment and other procedures.
- Schedule Co-op & PEP orientation sessions during each term. To serve all students, including those with visible and invisible disabilities while collaborating with the Student Accessibility Centre:

<https://www.unb.ca/fredericton/studentservices/academic-success/accessibility-centre/index.html>

- To monitor work term positions and ensure that students are employed at levels fitting their status in the program.
- To maintain acceptable academic standards and to ensure that the work term standards are met.
- To maintain contact with both the employer and student during the work term.
- To provide normal academic support during all terms.
- To notify employers of any students working for them who have received a warning or suspension notification because of low academic standing in the previous term.
- To determine the overall assessment of the work term.
- The Faculty of Computer Science Co-op & PEP Program administration has the right to decide which students are permitted to continue in the program based on job performance and employer feedback.

## 4. **WORK TERM REQUIREMENTS**

### 4.1.1 The Hiring Process

Students are expected to seek employment through the placement process arranged by the Co-op & PEP Staff. Since channels of communication already exist, students may not seek employment directly with a participating co-operative employer unless specific arrangements are made with a Coordinator. The process of selecting students for PEP positions takes place in the four months prior to the work term concerned. Appendix 1 describes this process in detail.

Students are also encouraged to conduct their own job search, and if they are successful, the position must be evaluated by a Coordinator before it can be registered as a PEP placement. Payment of the work term fee would be required for the term to be counted

towards the PEP Program designation. Students intending to find their own jobs must not proceed with the normal recruitment process.

#### 4.1.2 Release of Information

Resumes and other forms provided by students are made available to prospective employers. A file is kept on each PEP student; this includes transcripts, employer evaluations of PEP work terms, records of Coordinator interviews, work term report evaluations, record of PEP work term experience, etc. These files are confidential but will be made available, upon proof of identification, to each individual student.

#### 4.1.3 Interviews

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

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

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

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

Students are not permitted to contact employers before or after scheduled interviews. All correspondence with employers during the interview process is handled by the Co-op & PEP office. Once a student has signed a contract with an employer, and they want to reach out to the employer prior to the start date, they may do so but must copy one of the Coordinators in their correspondence.

#### 4.1.4 First Round Hiring Process: Rank and Match

During the first round hiring process, students rank as many "interviewed employers" as possible. By ranking a job, students are making a commitment to accept a PEP work

term with the specified employer. Therefore, it is important to note that students should NOT RANK any job that they are not fully prepared to accept. Depending on the circumstances, a student who does not accept the results of the matching process will be removed from the PEP Program. See Appendix 3 for ranking rules.

#### 4.1.5 Second Round Hiring Process: Continuous Hiring

During the second round hiring process, all job offers are made through the Co-op & PEP Office. Students are granted 48 hours to accept or reject a PEP job offer (unless otherwise approved). Once accepted, the student is committed to that placement and no subsequent PEP job interviews or offers may be accepted for the work term.

#### 4.1.6 Letter of Offer

Employers are required to issue a letter of offer, via the Co-op & PEP office, to the student prior to the start date of the work term. The office who will forward the letter to the student for their signature. One copy of the signed letter is returned to the employer, and a second copy is kept by the Office for inclusion in the student's file.

### 4.2 Work Term Registration

#### 4.2.1 Full-time Status

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

#### 4.2.2 Work Term Fee

Students registered for a PEP work term do not pay tuition fees. However, a PEP fee, \$849.00, will be charged for each four-month work term registered. The fee, the same for International and Domestic students, is due at the beginning of the work term, and the last possible day to pay without penalty is the last working day of month two of the work term. See also Section 6.3.

#### 4.2.3 Work Term Salaries

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

The figures below indicate “average” salaries paid to UNB Computer Science PEP students from January – December 2022. For the scale below, the salary for work term W3 assumes two previous work terms, Etc. The top 5 % and bottom 5% of salaries have been excluded from all figures below.

New Brunswick	Prince Edward Island & Nova Scotia	Ontario & Western Canada
\$22.00	\$23.00	\$25.00

It should be remembered that UNB students in some circumstances will undoubtedly require salaries higher than the average. Students are advised to consider many factors along with salary in judging the attractiveness of jobs; these factors will include location, nature of work, skills required, exposure to advanced technology, dress codes, living accommodations, opportunity to travel, personal career development, and other relevant topics. Clearly there will be justifiable reasons for specific salaries to be appreciably higher (or lower) than the average.

### 4.3 General Conduct

#### 4.3.1 Honoring Job Commitment

Once student a student is matched with an employer in the current round of interviews, they CANNOT pursue any other job possibilities. Students are expected to report for work as agreed and to remain for the duration of the work term (12 or 16 months) unless a Coordinator has given prior approval. Depending on the circumstances, if a student declines an offer after the Co-op & PEP office has confirmed the match, the student may be withdrawn from the PEP Program.

#### 4.3.2 Taking a Course during a Work Term

Students ARE NOT permitted to take a course during their first four-month work term. However, if a student achieves a rating of Very Good, Excellent or Outstanding on their Final Employer Evaluation form for their most recent work term they may take one course during a subsequent work term, outside of work hours, with the approval of their employer and a Coordinator.

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

### 4.3.3 Part Time Work during a PEP Work Term

Students who work part time during a work term must limit their hours to 10 hours per week, outside of their work term hours.

### 4.3.4 On-the-job Performance

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

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

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

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

### 4.3.5 Expectations

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

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

#### 4.3.6 Professionalism and Certification

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

#### 4.4 Communication with a Coordinator

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

##### 4.4.1 Work Term Record and Goal Setting

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

During each four-month work term, students are required to set two SMART goals, to improve soft skills, which must be signed by the student's work supervisor and approved by a Coordinator. See Appendix 4 for more information for setting SMART goals. The student should keep a copy of this form and work towards fulfilling the goals set during the work term.

##### 4.4.2 On-site Visit

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

#### 4.4.3 Post Work Term Meeting

Upon returning to campus after a PEP work term, the student must book a meeting with a Coordinator. The purpose of this meeting is to review the student's experience of the work term, the employer's evaluation, and the student's professional development as outlined in the work term report and its evaluation. This meeting is mandatory because it ensures that the student's study schedule is up-to-date.

#### 4.5. Work Term Evaluation

##### 4.5.1 Quantity

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

##### 4.5.2 Evaluation by Employer

The employer evaluates the student at the end of each four-month term using an on-line form provided by the Co-op & PEP office. The Supervisor is also expected to discuss this evaluation with the student. An 'unsatisfactory' rating indicates serious difficulties; a student may be required to withdraw from the PEP Program if an unsatisfactory rating is received. A copy of the Employer Evaluation is shown in Appendix 5.

#### 4.6 Work Term Reports

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

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

Reports must be submitted to the Co-op & PEP office at the conclusion of each four-month work term. Failure to submit a satisfactory work term report will result in the student's removal from the PEP Program.

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

- Develop technical writing skills;
- Develop skills in analytical thinking and design;



- Advance your career by giving you the opportunity to evaluate and reflect on the work you have done.

## **Proofreading**

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

## **Confidentiality**

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

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

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

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

### **4.6.1 Work Term Report Requirements for the 1<sup>st</sup> and 2<sup>nd</sup> Work Term**

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

#### **1. Introduction:**

- Explains the work term context (who, where, when, what, why).

2. Summary:

- An overview of your responsibilities, any specialized training during the term, etc. Comments should be made on the work term environment, how prepared you felt for this position, and the level of supervision and mentoring you received.

3. Professional/Personal Development:

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

### **Appendix (professional log)**

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



**Professional Log** | Co-op and Professional Experience Programs

**Student Name:** \_\_\_\_\_

Month 1 / yr.	Record of work activities (min. 1 entry/ month)	Verification
	1.	
	2.	
	3.	
<b>Month 2 / yr.</b>	Supervisor's Initials:	
	1.	
	2.	
	3.	
<b>Month 3 / yr.</b>	Supervisor's Initials:	
	1.	
	2.	
	3.	
<b>Month 4 / yr.</b>	Supervisor's Initials:	
	1.	
	2.	
	3.	
	Supervisor's Initials:	

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

As a part of professional practice, each student should carefully maintain a personal journal on a daily/weekly basis during the work term. The journal can be electronic or hard copy, which serves as a permanent record of the student's professional activities. The contents of the journal will identify the daily work performed, project brainstorming, important conversations concerning the work, and other relevant aspects of the work for which the student is responsible.

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

### 4.6.2 Work Term Report Requirements for the 3<sup>rd</sup> work term

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

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

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

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

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

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

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

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

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

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

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

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

Note: There are times when a student is not able to create a report that aligns with the work they completed with their employer. In this case, it is acceptable for the student to choose a topic that is independent from their work term. The topic chosen must be computer science related and remain analytical in nature.

## **Unity of Theme**

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

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

## **Length of Report**

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

## **References**

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

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

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

## Report Requirements

### 1. Letter of Transmittal

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

- Your name and student number.
- Name of employer and name of supervisor.
- Position held.
- Title of report submitted.
- Relationship between work performed and the submitted documents (if any).
- The work term completed (first, second, etc.).
- Acknowledgment of assistance and statement that the report is your own work.

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

### 2. The Report

Please note the following requirements for this co-op report:

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

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

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

## Contacting a Coordinator

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

### 4.6.3 Work Term Report Requirements for the 4th work term

The work term report for the fourth four-month work term of a 16-month PEP term is a Student Evaluation Report. This document contains questions, which guide the student to reflect on their work term experience and identify areas of growth and learning. Some of the topics include a reflection on their training and supervision, work assignments, technical and soft skills acquired, career preparation and an overall assessment of the employer.

See Appendix 9 for the report template.

## 4.7 Student Records

Each successful work term, including dates and location, will be noted on the student's transcript. Effective September 2021, UNB PEP work terms will be assigned a CR (Credit) or NCR (No Credit) following the completion of each four-month work term. In order for students to receive a credit for each four-month work term, they must submit a satisfactory work term report, submit satisfactory SMART goals, and receive a satisfactory employer evaluation. The overall evaluations of both the work term performance and the work term report are recorded on the student's Work Term Record for each work term in their work sequence within their ExperienceUNB account.

## 4.8 Graduation

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

## 4.9 Exemptions

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



## 5. STUDY TERM REQUIREMENTS

### 5.1 Course Selection and Planning

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

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

### 5.2 Working Part-Time

PEP students who wish or need to work part-time during their PEP work term should strive to keep work time to no more than 10 hours per week.

## 6. FINANCIAL

### 6.1 Student Loans

During PEP work terms, students are still eligible to apply for both a Canada Student Loan and a Provincial Student Loan. Please visit the following website for more information:

[https://www2.gnb.ca/content/gnb/en/services/services\\_renderer.200785.Canada\\_Student\\_Loan\\_and\\_New\\_Brunswick\\_Student\\_Loan\\_\\_.html](https://www2.gnb.ca/content/gnb/en/services/services_renderer.200785.Canada_Student_Loan_and_New_Brunswick_Student_Loan__.html)

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

### 6.2 Scholarships and Bursaries at UNB

Students with GPA's above 3.0 should apply for scholarships/awards every year as the minimum GPA for awards will vary somewhat from year to year.

The Undergraduate Awards Office is fully aware of the PEP Program and will treat PEP students fairly in all respects. PEP work terms qualify as eligible terms for scholarship support. PEP students will be considered for Dean's List and scholarships provided at least 12 credit hours have been completed in one study term since their last assessment and have a minimum 3.7 GPA over the courses completed.

### 6.3 PEP Work Term Fees

A work experience fee (\$849.00) is levied for the first three four-month work periods of a 16-month work term. This means that for the final 4 months of a 16-month work term (with the same employer) there is no work term fee. This fee is payable to UNB's Financial Services at the end of the second month of each four month work period. The PEP fee is not a placement fee. In addition to covering general expenditures (overhead, equipment & staffing) the PEP fee helps cover the following expenses:

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

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

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

## 7. MISCELLANEOUS

### 7.1 Living Accommodations and Relocation Costs

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

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

### 7.2 Problems or Difficulties during the Work Term

The PEP Program attempts to offer only positive experience work term placements, but occasionally difficulties may arise. These may include prejudice, sexual or verbal harassment, loneliness, or the feeling of being overwhelmed. Sexual harassment is defined as "unwanted attention of a sexual nature, often with an underlying element of

threat or coercion. It can also include sexist remarks or verbal abuse directed towards a person or a gender” (UNB Sexual Harassment Information pamphlet). Students encountering any such problems at the work place are encouraged to contact a Coordinator **ASAP** for help to resolve the situation or, if necessary, look for an alternate work placement.

### 7.3.1 Overtime

Students should expect that some overtime work might be a normal requirement of their job, particularly when dealing with project deadlines. However, unexpected, excessive overtime requirements need to be addressed. The student should bring up the issue of overtime early in the work term, if not during the interview, so that expectations are understood. Typically, regular overtime is covered by time off later, or occasionally by additional payment.

### 7.4 Time Off Between Terms

Students are reminded that a short break should be taken between the study and work terms. It is not recommended that students go straight from work to study term or vice versa with no rest period in between. The experience of past PEP students would suggest that approximately a 1-week break be taken between terms.

## APPENDIX 1

### The PEP Hiring Process

Within the Faculty of Computer Science Co-operative Education Programs, an Information Management System, ExperienceUNB, is used by students, employers and the Co-op & PEP office to conduct the job competition on-line.

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

- (a) The employers submit their job descriptions (see template on page 30) on-line where it is approved by the Co-op & PEP office and posted on the Job Booklet, which is viewed by eligible PEP students.
- (b) All commitments between "returning" students and employers are finalized before the application day.
- (c) Eligible students follow these steps to view job postings:
  1. Under my.unb.ca, click on the ExperienceUNB link on the launch menu and Login with your UNB user name and password.
  2. At the bottom right of the screen, click on the black circle followed by "Search Postings"
  3. Choose "Co-op Job Postings" and then, "For My Program"
- (d) The office releases applications to the employers.
- (e) The employer downloads their applications for screening and responds to the office with a "short list" for interviewing and some indication of preferred interview dates, etc.
- (f) The office establishes the interview schedule, confirms this with the employers, and notifies students by email.
- (g) The employer conducts the interviews on campus or on-line and ranks the applicants they are willing to hire in order of preference. An employer may submit different rankings for different positions. The employer agrees NOT to contact the students directly with job offers or information about the rankings; such attempts to circumvent the normal process not only cause problems for many others, they also reflect poorly on the motives and practices of those involved. The existing placement process is intended to serve the best interests of all students and employers, not just a select few.
- (h) Students are informed which employers ranked them and which did not rank them. In this way, a student will not waste a ranking on a job that is not available to them.
- (i) The students will similarly rank the positions (for which they were interviewed) in order of preference. Students should NOT RANK any job that they are not fully prepared to accept. In addition, students agree NOT to attempt to negotiate with the employer outside this process.

- (j) Following the matching process, the office notifies students and employers, by email, of their match result. Once matched with an employer, students **DO NOT PURSUE** any other job possibilities.
- (k) The employer promptly forwards a written letter of offer to the student through the Co-op & PEP office. Once the student signs their offer letter, a copy is sent to the employer and a copy is kept on file by the office. No offers are to be made directly to the students earlier in the recruitment/interview cycle.
- (l) Students not matched with an employer will participate in the second round application process, which operates on a first come first serve basis.
- (m) Students accepted into the PEP Program must agree to make any full-time work done with a PEP Employer (before graduation) a PEP work term.

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

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

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

Date: \_\_\_\_\_

**UNB FACULTY OF COMPUTER SCIENCE  
PEP JOB DESCRIPTION**

EMPLOYER: \_\_\_\_\_ LOCATION: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

RESPONSIBILITIES & DUTIES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EMPLOYMENT DATES: From: \_\_\_\_\_ 20\_\_\_\_\_ to: \_\_\_\_\_ 20\_\_\_\_\_

DURATION OF TERM:  12 months  16 months  consider 12 or 16 months

EMPLOYER FUNDING OF POSITION(S):  firm  pending  other \_\_\_\_\_

NUMBER OF STUDENTS REQUIRED: \_\_\_\_\_

SALARY SCALE: \_\_\_\_\_

REQUIRED QUALIFICATIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER DESIRABLE QUALIFICATIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

ADDRESS APPLICATIONS TO:

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

## APPENDIX 2

### PEP Program Contact People

	<u>PHONE</u>	<u>EMAIL</u> (@unb.ca)
<u>Faculty of Computer Science, UNB</u>		cscoop
Dr. Luigi Benedicenti, Dean	458 7276	luigi.benedicenti
Dr. Paul Cook, Director	435-5084	paul.cook
Ms. Patricia Meng, Coordinator	447-3327	pmeng
Cathy Clowater, Coordinator	453-5122	cclowate
Tricia Canning, Administrator	447-3391	canningt
<b>Fax Number</b>	<b>453-3566</b>	

#### Registrar's Office, UNB

Email [records@footprints.its.unb.ca](mailto:records@footprints.its.unb.ca) to answer your questions

#### Financial Services, UNB

Ms. Alexandra Ferris, Comptroller	453- 4619	ali.ferris
Ms. Jennifer Mazerolle, PEP Contact	458-7177	jenmaz

#### Undergraduate Awards - Registrar's Office UNB

Email [awards@unb.ca](mailto:awards@unb.ca) to answer your questions

#### Financial Aid Office, UNB

Ms. Shelley Clayton, Director	453-4796	clayton
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#### Medicare, Dept. of Health & Community Services

Local (Fredericton only)	453-2577
Non-Local (outside of Fredericton & NB)	1-800-667-5626

#### UNB Student Employment Service

Ms. Anita Connolly, Director	453-4620	anita.connolly
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#### Web Address

**[www.cs.unb.ca/co-op](http://www.cs.unb.ca/co-op)**

#### Mailing Addresses:

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

## APPENDIX 3

### Student Rules for Ranking

1. I understand that by ranking my co-op interviews I am committing myself to taking any job(s) that I rank. Therefore, I will NOT rank any job that I am not fully prepared to accept.
2. I **will not** pursue any other PEP jobs once I have been matched to a PEP job for my PEP work term.
3. I understand that I am not permitted to enroll in any courses during my first work term. I may take one course during subsequent work terms with permission from the Coordinator and the employer.
4. The PEP Program has been instrumental in finding this work opportunity. Therefore, I understand that any future full-time work experience with this Employer (while a student at UNB) must be registered as a formal PEP work term.
5. I understand that after my last work term, I must return to school to complete at least one full time study term (minimum of three courses).

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

**NAME:** \_\_\_\_\_

Please Print Clearly

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Coordinator:** \_\_\_\_\_



## APPENDIX 4

### SMART Goal Setting Strategy

SMART goals use a specific set of criteria to help ensure that objectives are clearly defined and attainable within a certain timeframe. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely:

- Specific – *Who? What? Where? When? Why?*
- Measurable – *How many? How much? How will I measure progress?*
- Attainable – *Can this really happen? What steps are involved?*
- Realistic – *What knowledge, skills and abilities are necessary to reach this goal?*
- Timely – *What are the deadlines?*

#### Example of a SMART goal:

By the end of this work term, I hope to improve my teamwork skills.

#### Steps to Achieve Goal (with timeframe)

1. Meet all of the people I will be working closely with throughout my work term. (week 1)
2. Become familiar with the roles that each team member plays during the development/testing process (week 2)
3. Discover my best fit within the team (learn what tasks would be best suited for me to help the team move forward). (week 3)
4. Communicate with other members of the team and discover which members would know how to help me the most if I ever run into any problems during the testing process. (week 4)
5. Establish a strong bond with the whole team to better myself and then perform my duties to the best of my ability. (until end of work term)

#### How I will Measure the success of my Goal

I will be successful with this goal if I strongly interact with every person on my team and not be scared to ask questions and voice my concerns. My success depends on my ability to effectively coordinate myself with everyone on the team to complete my tasks in a timely and efficient manner.

## Work Term Goals Template

**Student Name:**

**Employer Name:**

**Supervisor Name:**

**Supervisor Signature:**

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

## APPENDIX 5



# Student Work Term Performance Evaluation

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Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Employer: \_\_\_\_\_ Location: \_\_\_\_\_  
Start of term: \_\_\_\_\_ End of term: \_\_\_\_\_

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

### **SUPERVISOR'S GUIDELINES FOR COMPLETION**

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

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

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

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

<b>QUALITY OF WORK: the precision of duties performed</b>				
<input type="checkbox"/> Very thorough in performing work, excellent attention to detail with few errors if any	<input type="checkbox"/> Usually thorough, good work with Few errors	<input type="checkbox"/> Work usually passes review and has acceptable number of errors	<input type="checkbox"/> Has an unacceptable number of errors for a student	<input type="checkbox"/> Not Evaluated
<b>QUANTITY OF WORK/PRODUCTIVITY: the ability to produce the desired results</b>				
<input type="checkbox"/> Highly productive	<input type="checkbox"/> Very good amount of productivity	<input type="checkbox"/> Satisfactory productivity	<input type="checkbox"/> Less work than expected without good reason	<input type="checkbox"/> Not Evaluated
<b>CREATIVITY: the ability to identify and suggest new ideas to get the job done</b>				
<input type="checkbox"/> Continually offers new ideas; extremely imaginative	<input type="checkbox"/> Frequently offers new ideas; imaginative	<input type="checkbox"/> Has average imagination and a reasonable number of new ideas.	<input type="checkbox"/> Rarely offers new ideas: limited imagination	<input type="checkbox"/> Not Evaluated
<b>PRACTICALITY: mindful of results, advantages and disadvantages</b>				
<input type="checkbox"/> Work shows outstanding balance between practical and theoretical	<input type="checkbox"/> Work shows very good balance between practical and theoretical	<input type="checkbox"/> Work shows satisfactory balance between practical and theoretical	<input type="checkbox"/> Student has trouble using related theory or in seeing important practical issues	<input type="checkbox"/> Not Evaluated
<b>JUDGEMENT: the ability to think critically and logically to evaluate situations, solve problems and make decisions</b>				
<input type="checkbox"/> Decisions always based on thorough analysis of the situation	<input type="checkbox"/> Usually makes good decisions	<input type="checkbox"/> Decisions are satisfactory in routine situations	<input type="checkbox"/> Decisions often based on inadequate analysis of the situation	<input type="checkbox"/> Not Evaluated
Comments:				
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<b>PROBLEM SOLVING SKILLS: ability to reach a solution</b>				
<input type="checkbox"/> Highly adept and innovative	<input type="checkbox"/> Adept at solving problems	<input type="checkbox"/> Satisfactory problem solving abilities	<input type="checkbox"/> Exhibits inadequate problem solving abilities	<input type="checkbox"/> Not Evaluated
<b>DEPENDABILITY/RESPONSIBILITY: the accountability for actions taken</b>				
<input type="checkbox"/> Reliable in any situation	<input type="checkbox"/> Reliable in most situations	<input type="checkbox"/> Reliable in routine situations	<input type="checkbox"/> Unreliable: requires close supervision	<input type="checkbox"/> Not Evaluated
<b>TEAM WORK: the ability to get along with and help others, to recognize and respect people's diversity and individual differences</b>				
<input type="checkbox"/> Always works in harmony with others. Is an excellent team worker and contributes to group relationships and effectiveness	<input type="checkbox"/> Congenial and helpful, works well with associates. Seen as an asset in furthering co-operation and group harmony	<input type="checkbox"/> Relations with others are harmonious under normal circumstances	<input type="checkbox"/> Frequently quarrelsome, cause's friction. Uncommunicative and withdrawn to the point of having an adverse effect on group	<input type="checkbox"/> Not Evaluated
<b>SELF-ASSUREDESS: the ability to express ideas and thought directly and honestly without offending or being inconsiderate to the other party</b>				
<input type="checkbox"/> Always polished, confident and considerate presence within the workplace	<input type="checkbox"/> Often demonstrates confidence and consideration when presenting themselves within the workplace	<input type="checkbox"/> Has difficulty demonstrating confidence and consideration when presenting themselves within the workplace	<input type="checkbox"/> Never demonstrates confidence and consideration when presenting themselves within the workplace	<input type="checkbox"/> Not Evaluated
<b>RESPONSE TO FEEDBACK: ability to take suggestions and feedback</b>				
<input type="checkbox"/> Responds maturely and positively to suggestions and feedback from supervisor. Very open minded	<input type="checkbox"/> Willingly accepts suggestions and feedback from supervisor	<input type="checkbox"/> Accepts suggestions and feedback from supervisor in a satisfactory manner	<input type="checkbox"/> Often responds negatively to suggestions and feedback from supervisor	<input type="checkbox"/> Not Evaluated
Comments: <hr/> <hr/> <hr/> <hr/>				

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

**Additional Supervisor's Comments**

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

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**\_ OVERALL PERFORMANCE EVALUATION**

- Outstanding (Exceptional performance or unique contribution. This rating is **reserved for only those few students** who have distinguished themselves by their unique contribution or exceptional performance. Your written comments are required below in order to register the rating of Outstanding).
  
- Excellent (Exceeded job requirements in all areas)
  
- Very good (Exceeded job requirements in one or more key areas)
  
- Good (Met all job requirements)
  
- Satisfactory (Need for improvement identified in one or more key areas)
  
- Marginal (Needs improvement in many key areas)
  
- Unsatisfactory (Needs improvement in many key areas)

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## APPENDIX 6

### The Cover Letter

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

An effective cover letter is one which includes the following:

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

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

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Cover Letter Format

Paula Manning

February 8, 2008

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

Leave 1 blank line

Re: PEP Position ←Reference specific job information provided in the job description

Dear Mr. Turner:

Leave 1 blank line above and below the salutation

In the 1<sup>st</sup> paragraph, identify the position you are applying for  I am writing in response to your request for a student (*Junior Programmer, etc.*) as advertised . . . .

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

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

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

Yours truly,

Paula Manning

Attached: Resume  
Transcript

## APPENDIX 7

### The Resume

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

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

#### Poor Experience Description

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

## Good Experience Description

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

### 5. Resume Skills Defined:

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

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

### Skills Employers Look For

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

## **Resume Checklist**

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

## **Common resume writing mistakes**

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

**If you are having any problems creating your resume, please consult your PEP Staff**

## Resume Adjectives and Action Verbs

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

### ADJECTIVES:

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

### ACTION VERBS:

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

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

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

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

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

## Resume Template

**Full Name**  
**UNB Faculty of Computer Science**  
**PEP Program**

*(DO NOT include your contact info)*

### Education:

September 2018 – Present                      *your current degree program*

Fredericton, New Brunswick

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

### Work Experience:

*(Starting with most recent job)*

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

*State your position here...*

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

### Volunteer Experience:

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



## **School Experience:**

January – April 2020

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

Topics include:

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

## **Personal Projects:**

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

## **Skills:**

**Programming Skills:** *list them here*

**Operating Systems:** *list them here*

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

## **Hobbies and Extra Curricular Activities:**

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

## **Awards:**

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

## APPENDIX 8

### Interview Techniques

#### *Preparing for the Interview.*

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

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

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

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

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

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

#### *Typical Interview Questions*

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

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

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

### **Important Interview Tips:**

1. Arrive 10 minutes early, take a seat and wait for interviewer to greet you
2. Do your homework
3. Bring a spare copy of your resume, a list of references (2-3) and your questions
4. If your interview is on-line, check your technology well before the interview, be sure you are using a camera, prepare your surroundings and avoid interruptions
- 5.
6. Watch your non-verbal communication
7. Don't be embarrassed by your nervousness
8. Don't play comedian
9. Convey enthusiasm for the position
10. Follow the interviewer's lead
11. Don't be negative
12. Don't be afraid to think before you speak. Use examples when answering questions
13. Emphasize your transferable skills
14. Never speak badly about a former employer
15. Watch your grammar and manners
16. Be prepared to ask questions
17. Thank the interviewer for the interview

APPENDIX 9



## Faculty of Computer Science Co-op/PEP Program Student Evaluation Report

Your Name:

Your Job Title:

Your Department:

Name of Supervisor:

Supervisor's Title:

Salary (amount/hour):

Hours per week:

### Duties and Responsibilities

Describe what your roles and responsibilities were for this work term. (150-200 words)

Please comment on the similarity between the employer's job description and the duties you were assigned during the work term. (50–100 words)

### Training and Mentoring

Orientation to the workplace. Please select one.

Training (usefulness, clarity, relevance, thoroughness) Please select one.

Supervision (direction, availability, clarity) Please select one.

Discuss the training and mentoring that you received: (50–100 words)

What advice would you give to your employer about improving the training, supervision, or assignments? (50 – 100 words)

### Learning

Describe both the technical and soft skills that you acquired during this work term.  
(150 – 200 words)

### Overall Job Evaluation

How would you rate this position overall? Please select one.  
Comments: (50-100 words)

### Benefits and Contributions

What were the greatest benefits of this job to you? (50-100 words)

What do you think were your most significant contributions to the job? (50-100 words)

### Career Preparation

How did this experience help you clarify your career goals? (50-100 words)

What, if any, career opportunities might exist for you with this organization? (25-50 words)

What advice would you give to a co-op student who is about to begin a work term with this employer? (50-100 words)

### Self-Evaluation

Overall Performance Please select one.

Comments: (50-100 words)

### Student's Comments on Final Employer Evaluation

What was your overall performance evaluation from your supervisor on the Final Employer Evaluation form? Please select one.

Based on your Final Employer Evaluation, do you feel your employer evaluated you accurately?

(50-100 words)



## FCS Co-op

You are welcome to comment on your experience with the Faculty of Computer Science Co-op & PEP Program.

UNIVERSITY OF NEW BRUNSWICK  
PO BOX 4400  
Fredericton, NB  
Canada E3B 5A3

[unb.ca](http://unb.ca)

FACULTY OF COMPUTER SCIENCE

T (506) 453-4566

F (506) 453-3566

[fcs@unb.ca](mailto:fcs@unb.ca)

[unb.ca/fredericton/cs](http://unb.ca/fredericton/cs)