October 9, 2012

Zach Wymer
Director, Experiential Learning & Outreach
Ohio Board of Regents

RE: OMIC RFP Response
Marion Technical College/Business and Information Technologies

Marion Technical College (MTC) has a rich history of collaborating with community agencies, and is an employer within the community. The College is both pleased and proud to work with many partners to contribute to the successful achievement of Ohio’s goal to increase the number of internships and co-ops to benefit both students and employers.

Cooperative education is not new to the College’s curricula, faculty, and students. While all Business, Information, and Engineering Technology degree programs make cooperative education courses available to students, and many graduates have successfully completed such learning, there is a strong need and desire to expand co-op opportunities, especially in Business and Information Technologies. MTC’s decision to develop a Cooperative Education Program within the Business and Information Technologies Department in 2005 is evidence of that commitment. The Ohio Means Internships and Co-ops RFP strongly complements the expansion of cooperative education and the development of superior skills among our graduates.

The College is prepared to direct human, financial, and other resources to expand cooperative education and the success of participating students. Faculty, staff, advisory committees, Board of Trustees, and others will each contribute their expertise to the success of proposed grant activities. MTC has committed $6,200 of in cash match as expressed in the proposal in the support of student employment placements in the co-op program.

MTC looks forward to not only initially growing learning opportunities at employer worksites, but also in sustaining them over time. I look forward to a continuing our partnership with collaborating colleges and employers to expand and improve the quality of cooperative education learning by jointly assessing our results, then making improvements well into the foreseeable future.

Sincerely.

J. Richard Bryson, President
Marion Technical College

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STEPS TO BEGINNING AN INTERNSHIP PROGRAM

Designing an internship program that meets your needs
As varied as organizations are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you? Designing an internship program to meet your needs is as easy as five steps.

Step 1: Set goals

- What does your organization hope to achieve from the program?
- Are you a small organization searching for additional help on a project?
- Is your organization growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn’t have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

A careful discussion with management can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. As many staffing professionals may know, in order for a program to be successful, it will require the commitment of management.

Step 2: Write a plan

Carefully plan and write out your internship program and goals. Managers, mentors, interns and university career centers are all going to be reading what you write about the internship. Draft a job description that clearly explains the job’s duties. Do you want someone for a specific project? What about general support around the workplace? How about giving the intern a taste of everything your company does? Structure the internship ahead of time so that you can be sure to meet your goals and not find yourself floundering partway through.

Things to think about include:

Will you pay the intern? If so, how much? Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives.

Where will you put the intern? Do you have adequate workspace for them?

What sort of academic background and experience do you want in an intern?
Decide on standards for quality beforehand, it will help you narrow down the choices and find the best candidates.

**Who will have the primary responsibility for the intern?** Will that person be a mentor or merely a supervisor?

**What will the intern be doing?** Be as specific as possible. Interns, like others in the process of learning, need structure so they don’t become lost or confused about what it is they are suppose to be doing.

**Do you want to plan a program beyond the work you give your interns?** Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they’re likely to tell their friends. Word gets around.

These are just some of the questions to consider. Your organization’s approach will depend on your specific resources and needs.

**A very important part of your plan should be the assignment of a mentor or supervisor.** That is, someone from the intern’s department who will be in charge of the intern. This person doesn’t have to be a teacher per se, but should be selected because he or she likes to teach or train and has the resources to do it. If the person you select has never mentored an intern before, give him or her some basic training in mentoring.

**Step 3: Recruit an intern(s)**

How will you find those ideal candidates to fill your internship position(s)? **The number-one tip from those who have established programs is to get out there early!** This cannot be overemphasized to organizations that want the very best interns. Begin searching three to four months before you need a student to begin. Starting early has other advantages: the longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with him or her.

And remember, **choose your interns just as carefully as you’d choose permanent employees.** After all, they might be permanent employees some day. You’re making an investment; time and money will go into this person. This is where the interview will come in handy: Is the intern truly motivated, or does he or she just want a job? Will the intern fit into your organization’s culture? Does he or she have the level of experience you need? With careful consideration of whom to hire at the beginning, you can avoid some of the most common pitfalls of internships.
Step 4: Manage the intern(s)

Once you’ve hired a worker, you have him or her work, right? That’s true for interns as well as regular employees, but with an intern, you’ll be making an important first impression. The beginning days of the internship program are often its defining days. When you give them their first tasks, you’re signaling what can be expected in the future. If you give them nothing or very little to do, it sends a message that this job will be easy and may be boring. Interns don’t want that, and of course, neither do employers. The organization of your internship program will probably be the single most important influence on an intern’s impression of your organization, and thus the chances that he or she will come back. So how do you plan for success? Consider the goals of your program. The nature of the program and the activities that you choose to undertake should directly relate to your program goals.

First things first: Orient your intern to his or her new workplace. This might take the form of a conventional orientation program or merely a walk around the office, depending on the size of your company. After all, even though they may not be permanent employees, they’ll be spending a great deal of time in your workplace. Give interns an overview of your organization; some companies give talks or hand out information about the company’s history, vision and services. Explain who does what and what the intern’s duties will be. Introduce him or her to co-workers and give them a complete tour of the facility. Making your intern at home in the office is your first step to bringing him or her back.

Give your intern the resources he or she needs to do the job. That may sound obvious, but you’d be surprised at how many companies stick their interns out in the hallway or transfer them from desk to desk. That sends a potent message you don’t want to send: Interns aren’t important; we don’t want you here. Give the intern a desk, point out the supply room, and introduce the tech support people. If you intimidate your interns into silence, you could miss out on valuable contributions to your projects or warnings about impending problems.

Keep an eye on the intern. This doesn’t mean to watch their every move, but do make sure you know what’s happening with their daily tasks. Watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it also could mean that he or she is confused and shy about telling you so. It’s easy to be shy in a workplace full of older strangers who all know each other. See whether the intern is trying to do anything that requires someone else’s input. Make sure that work is taking precedence over web browsing. Paying attention early helps you head off problems and bad habits early on.

Along those same lines, it’s important to give them lots of feedback! Especially if your interns have never done this kind of work before, they’ll want to know if their work is measuring up to your expectations. No matter what the level of experience, they need you, as a more experienced worker, to let them know if
their work is officially okay. Periodically, examine what your intern has produced and make suggestions.

**Evaluate the intern’s progress every now and then.**

Remember those goals you outlined before? A few weeks after the internship begins, it’s time to see how well you and your intern are meeting those goals. Evaluation processes differ. Yours might be as formal as written evaluations every three weeks or as informal as occasional lunches with the internship coordinator and/or the intern’s mentor. Some companies have the intern evaluate the experience and the company as well. Again, your structure is largely up to your corporate culture and needs. As an added bonus, these evaluations will be handy later if you decide to interview a former intern for full-time work, or to publicize how successful your program has been.

Maintaining program popularity will require hard evidence that your organization is getting a return on its investment. Some organizations have adopted a process of formal exit interviews. Through this process they can determine if interns are leaving the company having had a good experience, and it provides valuable feedback to managers for program planning in the following year.

In addition to qualitative measures, a number of quantitative measures have also been adopted. Some common measures include the number of interns that become full-time employees; repeat requests for interns from managers; and growing numbers of intern applicants. In order to successfully measure your own program outcome, you should return to the stated program goals, and address those outcomes.

**STEP 5 Keep your focus on the future.**

With the job market experiencing a dearth of qualified employees, it only makes sense to investigate early those quality high school, community college, technical school and college students whom you can bring back later. Take on interns now and you’ll have a competitive advantage in recruiting the best workers. You’ll already be known to the employees you want most. Your new workers will already be trained for your workplace and loyal to your company, lowering training time, recruiting costs and turnover rates. You’ll build a reputation that will pay off with students, colleges and the community. And your company will save money while benefiting from the input of talented, enthusiastic, innovative people. With all of these advantages, you might find that you can’t afford not to do internships.
ORIENTING AND TRAINING INTERNS

Many students are unfamiliar with the activities, environment and objectives of business and industry. Even though your interns may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making orientation of business. It is this orientation and training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization.

The sooner your student interns understand what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. You can help this process by providing the following kinds of information about your site:

- **Personnel Structure**
  - company organization
  - special industry jargon
  - specific work standards and procedures
  - reporting relationships
  - access to the supervisor (days, times, and duration)
  - tasks that can be completed without supervisory approval
  - work processing requests and timeliness
  - mail and telephone systems
  - approved form(s) for correspondence
  - safety regulations
  - procedure for signing off completed work
  - periodic forms or reports to be completed
  - security and confidentiality issues, if relevant
  - acceptable dress and appearance
  - maintaining the premises and work station
  - productive interactions with others at the work site
  - personnel who can answer different kinds of questions
  - How the organization wants the intern to deal with clients, customers, and vendors.

You can communicate this information in several ways:

- take your interns on a tour of the facilities and introduce them to the other employees
- give your interns company materials to read such as newsletters, annual reports, an organization chart, or memos from the CEO
- encourage your interns to spend break and lunchtimes in places where employees gather
- schedule regular one-on-one meetings with them
- give the interns opportunities to observe (or participate in) professional meetings
• allow the interns to interview company personnel
• encourage the interns to walk around and observe others at work

The success of an internship depends on the partnership between representatives of the organization, the college, and the student. These three parties need to agree on the conditions of the internship, the responsibilities of each party, and the reporting requirements. The site supervisor is the critical link. You guide your interns by providing direction and feedback. If a problem occurs, you counsel the students and contact the faculty supervisor, when necessary.

KEY POINTS
• Develop a thorough orientation and training plan to be implemented when the interns begin work, so they will learn quickly and become productive members of your team.
• Invest supervisory time to establish an important bond with interns and set a crucial tone for the internship experience.

ORIENTATION CHECKLIST

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who don't. To help acclimate interns, please take time initially to:

• **Explain the Mission of the Organization**
  • How did the organization start? Why?
  • What is unique about your product or service?
  • Who benefits from your product or service?
  • What are the organization's current objectives?
  • How may the intern contribute to those objectives?

• **Explain the Organization Structure**
  • Who reports to whom?
  • Who, specifically, is the intern's supervisor?
  • What is the intern's department responsible for?
  • How are decisions made?
  • Which personnel can answer different kinds of questions?

• **Outline Organizational Rules, Policies, Decorum and Expectations**
  • Is there special industry jargon?
  • What are the specific work standards and procedures?
  • What access to the supervisor (days, times, and duration) does the intern have?
  • How should they process requests?
• How do the mail and telephone systems work?
• What are the approved forms for correspondence?
• By what safety regulations must they abide?
• Is there a procedure for signing off completed work?
• What periodic forms or reports need to be completed?
• Are there security or confidentiality issues the intern should be aware of?
• What is acceptable with regard to dress and appearance?
• How should they maintain the premises and their work area?

• **Define the Intern's Responsibilities**
  • What is the intern's role?
  • What projects will be assigned to him or her?
  • What resources are available to the intern?
  • What training is necessary?
  • How does the organization want the intern to deal with clients and vendors?
  • What tasks can be completed without supervisory approval?
  • Do other employees understand the intern's role?

• **Monitor the Intern's Adjustment and Understanding of What is Expected**
  • Make yourself visibly available to the intern
  • Assign someone who can periodically "check-in" with the intern
  • Provide feedback and constructive criticism
  • Force the intern to ask questions

**DEVELOPING WORK ACTIVITIES AND MEASURABLE LEARNING OBJECTIVES**

A large part of producing effective position descriptions involves the development of challenging work assignments that complement students’ academic programs. One way to do this is to design a preliminary list of work activities that will fit the needs of your department. A detailed description of typical tasks will help the college to promote your internship or field experience, and to screen the right candidates for the position. Later, when the interns you select join your team, you will have a chance to review the work activities and modify them according to the interns' knowledge and personal work/learning goals.

As part of the educational process, internship work activities should focus on projects specifically related to the academic major and the degree the interns expect to receive. Students who perform menial tasks will become quickly demoralized and will learn nothing about applying their expertise to a business environment. While many students work (or have worked) at part-time jobs to
finance their education, an internship does not fall into the category of a job. It is actually part of their academic program and should offer every opportunity to link classroom learning to workplace experience.

Undergraduate students expect and appreciate clear direction regarding what is expected of them and frequent feedback concerning what and how they have done. (In their academic environment, clear direction and periodic feedback is the way of life.) It is also most important that the interns perceive their work is making a useful contribution to the sponsoring organization.

A particular concern at the undergraduate level is that the work assignments provide the interns with a variety of tasks, while accommodating the needs of the organization. Of course, some of the interns’ responsibilities will involve repetition, because all work involves some repeated activity. We are suggesting, however, the program be designed to maximize the scope of the students' organizational experience.

Sample tasks that undergraduate students have provided for their sponsoring organizations include the following:

- writing handbooks or manuals
- designing posters, charts, graphs
- generating financial forecast and cost recovery reports
- performing software/hardware modifications
- developing slide/sound presentations
- compiling technical reports
- creating academic lesson plans
- conducting research
- generating marketing plans
- conducting training packages
- preparing budgets and financial reports

Developing challenging work assignments relative to the students’ abilities is a major thrust of the position description. Your final internship, or field experience, description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

**KEY POINTS**

- Describe challenging, but realistic tasks students can accomplish within a ten-week period.
- Work with faculty to establish specific learning objectives for students.
- Identify outcomes or expected products.
- Be willing to incorporate the students' particular strengths.
- Show how this work relates to the overall efforts of the department or organization.
SUPERVISING THE INTERN

As an intern supervisor, you use all the skills necessary in any effective supervisory relationship:

- Providing leadership
- Motivating
- Delegating
- Communicating
- Developing and training
- Evaluating

Additionally, the students will look to you as a mentor who will assist their transition from the classroom to the work environment. Since the internship is an extension of the learning process, you will need to provide opportunities to bridge the two experiences.

We suggest that you meet with your interns regularly to provide feedback concerning their performance. During these meetings, the students can:

- report on the status of a project
- ask questions
- learn how their work is contributing to the organization
- participate in an evaluation of their strengths
- discuss areas needing growth and development
- get a sense of what kind of work lies ahead

At the same time you will have an opportunity to coach, counsel and reinforce positive attitudes and performance.

You should anticipate that you will have some interaction with your students' internship coordinator through telephone calls, on-site visits, and written evaluations. Such persons will help you find a solution if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts). Also, you should get in touch with the college contact if the internship conditions must be altered, such as a change in supervisors, delays in the availability of data needed by the students to complete an assignment, a strike by unionized employees, transfer or termination of an employee involved in the interns' work, or other unanticipated changes.
- Maintain an open channel of communication with formal and informal meetings
- Keep the interns busy and directed towards their learning objectives.
- Provide opportunities for increasing responsibility.
- Encourage professionalism by assisting the interns in developing human relations skills, decision-making abilities, and managing office politics.
- Remember that you are a role model.
- Develop connections

In addition to spontaneous and informal meetings, you should use the form provided by the Internship Center to evaluate your intern’s performance at the midpoint of the internship, so the students know where they stand. You should consider the quality and timeliness of the work produced to date, ability to take and follow direction, work habits, and areas needing growth and development. This information will also provide data for the final evaluation and serve as a reference point for the students’ subsequent performance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus of Week</th>
<th>Co-operative Internship Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Orientation week</td>
<td>Getting familiar with the organization; organizational chart, areas of responsibility, people to go to with questions, dress code, expectations during the experience, mentor assigned.</td>
</tr>
<tr>
<td>Two</td>
<td>Orientation</td>
<td>Company orientation, safety and training, expectations of individual department purposes, goals, rotation of placement positions.</td>
</tr>
<tr>
<td>Three</td>
<td>First Department of Interest</td>
<td>Entry-level position from employee’s perspective; It could be Customer Service, initial business management area, incoming accounting area, etc.</td>
</tr>
<tr>
<td>Four</td>
<td>Second Department of Interest</td>
<td>Second area of interest in rotation; familiarize intern with secondary department of interest; department goals and how it fits into organizational structure</td>
</tr>
<tr>
<td>Five</td>
<td>Midterm Evaluation</td>
<td>Review experience thus far and decide which area the remaining of the term will be spent for the bulk of the placement</td>
</tr>
<tr>
<td>Six</td>
<td>Placed</td>
<td>Student becomes more familiar with individual department policies and procedures</td>
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<tr>
<td>Seven</td>
<td>Placement</td>
<td>Student becomes comfortable with the day-to-day operations of the department</td>
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<tr>
<td>Eight</td>
<td>Placement</td>
<td>Student contributes significantly to a department project</td>
</tr>
<tr>
<td>Nine</td>
<td>Human Resources</td>
<td>Student visits with H.R. to review performance according to company standards.</td>
</tr>
<tr>
<td>Ten</td>
<td>Final Evaluation</td>
<td>Exit interview with mentor and faculty advisor.</td>
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October 8, 2012

J. Richard Bryson  
President  
Marion Technical College  
1467 Mt. Vernon Avenue  
Marion, OH 43302

Dear Dr. Bryson:

Please accept this letter in support of Ohio Means Internships and Co-ops initiative funded by the Ohio Board of Regents, State of Ohio, in key JobsOhio industries.

Goodwill Industries is committed to participating in the expanded co-op/internship program in Business and Information Technologies at Marion Technical College, and as aligned to company needs, is willing to support up to 2 students per year, which equals an approximate commitment of up to $3200.00. These co-op/internship positions will be in the following functional areas within our company: retail, clerical, management. However, Goodwill reserves the right and responsibility to increase or decrease the number of students and related wages if the market conditions are less than optimal or if employment needs change.

We appreciate this opportunity to work with Marion Technical College to enhance our Ohio-based workforce, take advantage of new talent to move our company forward, create a talent pool to hire from, and save future costs related to hiring and training. We look forward to working with Marion Technical College in order to advance our workforce while strengthening workforce development in Ohio.

Please contact us with details on the program as they become available.

Sincerely,

Bob Jordan  
President, CEO
October 5, 2012

J. Richard Bryson  
President  
Marion Technical College  
1467 Mt. Vernon Avenue  
Marion, OH 43302

Dear Dr. Bryson:

Please accept this letter in support of Ohio Means Internships and Co-ops initiative funded by the Ohio Board of Regents, State of Ohio, in key JobsOhio industries.

Tri-Rivers Educational Computer Association (TRECA) is committed to participating in the expanded co-op/internship program in Business and Information Technologies at Marion Technical College, and as aligned to company needs, is willing to support up to two (2) students per year, which equals an approximate commitment of up to $4,160.00. These co-op/internship positions will be in the following functional areas within our company: Information Technology and/or Student Information Systems Support Services. However, TRECA reserves the right and responsibility to increase or decrease the number of students and related wages if the market conditions are less than optimal or if employment needs change.

We look forward to working with Marion Technical College in order to advance our workforce while strengthening workforce development in Ohio.

Please contact us with details on the program as they become available.

Sincerely,

Leslie Katbi  
Director of Human Resources
EDUCATIONAL PARTNERSHIP AGREEMENT 2012-2013

This agreement is entered into between Marion Technical College and Educational Experience Provider for the purpose of providing a cooperative education experience for students. In order to facilitate cooperative education opportunities, this agreement is intended to guide the relationship between the Educational Experience Provider with respect to Students from Marion Technical College.

GENERAL CONSIDERATIONS:
The cooperative education experience program is a partnership between Marion Technical College and Educational Experience Providers. The Educational Experience Providers provide supervision, facilities, and instruction which help the students acquire the skills and knowledge needed in their chosen field of study or occupation.

Goals of Co-operative Education

- **For Employers, Co-op is an opportunity to:**
  - Introduce the student to the work site
  - Assess College students as potential employees
  - Provide the College with feedback regarding relevancy of MTC programs to the needs of business and industry

- **For Students, Co-op is an opportunity to:**
  - Develop and demonstrate the application and integration of technical skills
  - Develop and demonstrate employability and essential skills
  - Better understand his/her chosen career path and what is expected of employees in the industry

- **For MTC, Co-op is an opportunity to:**
  - Foster a positive and progressive relationship among students, employers and MTC
  - Provide the student with meaningful practice in his/her chosen career field
  - Receive feedback from the student and the employer that will enable the development of curriculum, to better respond to the current needs of the business community
THE EDUCATIONAL EXPERIENCE PROVIDER AGREES TO:
1. Designate an individual who will serve as a liaison with Marion Technical College and the Student.
2. Involve the Student for the entire period of the experience as agreed unless terminated for just cause and by providing reasonable advance notice.
3. Give the Student the opportunity to perform a variety of tasks to acquire and practice various skills.
4. Orient the Student to the Experience Provider’s rules, policies, procedures, methods, and operations.
5. Evaluate the Student’s performance and notify Marion Technical College Cooperative Education Coordinator immediately, preferably by phone or email, of any dissatisfaction with or misconduct on the part of the Student.
6. If applicable, pay the agreed upon rate of compensation for the term of the experience.
7. Provide Worker’s Compensation and/or other employment benefits to the extent required by law.
8. Accept the primary responsibility for the supervision of the student at the cooperative education experience site.
9. Encourage the student to complete their program of education and make no offer of fulltime employment to a student who has not graduated or finished his/her program of study.
10. Student, as employee, records are confidential education records protected by Federal Law. The Educational Experience Provider may not share or disclose these with any other party, without prior written consent of the student.

THE STUDENT AGREES TO:
1. Comply with the Experience Provider’s policies and procedures.
2. Comply with the applicable educational institution’s dress code and grooming standards and honor code.
3. Provide transportation to and from the work assignment.
4. Enroll in BUS 2890 Co-op Preparation Course and Bus 2900 Co-op Educational Experience course and perform the duties indicated, unless released by Marion Technical College.
5. Report any serious problems, including safety and personnel problems, to the Cooperative Education Coordinator and the Education Experience Provider.
6. Sign a “FERPA release” in order for the work-site employer to provide information to outside parties, when requested.
7. Finish the entire co-op work term and do not terminate employment without consent of the co-op coordinator.
8. Refrain from accepting permanent employment with the Education Service Provider until after graduation.
9. Recognize that co-op employment does not qualify for unemployment benefits.
10. Abide by the terms of this agreement.
MARION TECHNICAL COLLEGE AGREES TO:

1. Designate a Cooperative Education Experience Coordinator for the experience.
2. Ensure the Cooperative Education Experience Coordinator contacts the student and the Experience Provider, discusses the student’s progress, and advises relative to the program of study.
3. Ensure the Cooperative Education Experience Coordinator strives to promote harmony and cooperation between the Experience Provider, the Student and Marion Technical College.
4. Notify the work-sites, in writing, that they have an obligation under FERPA to not disclose student records without prior written consent.
5. Request that students participating in the program to sign a written consent form, FERPA release.

Unemployment Compensation

Based upon the Ohio Revised Code, Section 4141-5-05: Work Relief or Work Training Program Exclusion, employment does not include service performed as part of an unemployment workrelief or work-training program assisted or financed in whole or in part by any federal agency or an agency of a state or political subdivision thereof, by an individual receiving such work relief or work training.

In order for services to be excluded from employment under an unemployment workrelief or work-training program that is financed or assisted in whole or in part by any federal agency or an agency of a state or a political subdivision of a state, such program must have as a minimum the following characteristics:

1. The employer-employee relationship is based more on the participants' and communities' needs than normal economic considerations such as increased demand or the filling of a bona fide job vacancy;
2. Qualifications for the jobs take into account as indispensable factors the economic status, i.e., the standing conferred by income and assets, of applicants;
3. The products or services are secondary to providing financial assistance, training, or work experience to individuals to relieve them of their unemployment or poverty or to reduce their dependence upon various measures of relief, even though the work may be meaningful or serve a useful public purpose. Such an unemployment work-relief or work-training program must also have one or more of the following characteristics:
   1. The wages, hours, and conditions of work are not commensurate with those prevailing in the locality for similar work;
   2. The jobs did not, or rarely did, exist before the program began (other than under similar programs) and there is little likelihood they will be continued when the program is discontinued;
   3. The services furnished, if any, are in the public interest and are not otherwise provided by the employer or its contractors;
   4. The jobs do not displace regularly employed workers or impair existing contracts for services.
Health & Safety, Work Environment and Insurance Coverage
The health and safety of MTC students is a priority. Therefore, it is critical to foster open communication, responsible attitudes, and an understanding of health and safety regulations by all involved in Co-operative Education: MTC, the employer and the student. In the event of a workplace accident, proper and immediate communication and action is vital. As your employee, students are to be covered by your Ohio Worker’s Compensation Program during the Co-op Experience.

Schedule attached to this agreement includes:
(1) brief description of the work to be performed by student
(2) days and hours of operation
(3) the compensation to be offered, if applicable
(4) the average number of hours per week each student will be working

Marion Technical College will facilitate the arrangement through connecting Student and the Educational Experience Provider. Students will elect to interview with the Educational Experience Provider. The Educational Experience Provider will select students to offer a placement to. A student may be removed from a work assignment by the Educational Experience provider, or by Marion Technical College, with advance notice of one to the other.

This is the agreement between the Educational Experience Provider and Marion Technical College, with respect to the Student and subject matter of the agreement. We pledge to make a good and faithful effort to fulfill the commitment outlined in this partnership for the advancement of all.
MARION TECHNICAL COLLEGE
BUSINESS & INFORMATION TECHNOLOGY
CO-OP EMPLOYMENT INFORMATION
(To be completed prior to placement)

Name__________________________________________ Date________________

MTC Student ID# _________________________ Contact Phone________________

Program/Major ________________________________________________________

Co-op Employer Name ___________________________________________________

Co-op Employer Address _________________________________________________

City __________________________ State ___________ Zip ______________

Co-op Employer Phone ___________________________ Hours Employed _________

Name & Title of Co-op Supervisor/Mentor __________________________________

Co-op Supervisor/Mentor Phone ________________ E-mail _____________________

Dates of Co-op Work Experience: From: ________________ To:________________

Work hours applied toward Co-op: _________ per week. Total Hours: __________

Shift and/or working hours of Co-op _____________________________________

Number of credit hours completed __________

Number of credit hours recommended for Co-op _________________________

This agreement is entered into with the expectation on the employer’s part and the
understanding on my part that I will complete the above employment during the specified period
of time.

_______________________________________ _______________
Student Date

_______________________________________ _______________
Cooperative Education Coordinator Date

_______________________________________ _______________
Faculty Advisor Date

For Office Use Only
Approved Denied __________________________________________ ___________________
Dean Date

Course and Section Number __________________________ Term/Year _________________
(1) Brief Description of the work to be performed:

(2) Days and hours of operation:

(3) Compensation to be offered, if applicable:

(4) Average number of hours the student will be working:

(5) Special Considerations

Comments/Suggestions/Issues/Concerns: