

MCC

MONROE COMMUNITY COLLEGE

Experiential Learning



Participating Employers' Instructions & Information Guide

QUESTIONS?

Contact us at:

Coops-internships@monroecc.edu

585-292-2016

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OVERVIEW

INTRODUCTION

This booklet has been prepared to assist employers with understanding the Monroe Community College Experiential Learning Program and to facilitate the most meaningful work experience possible for our students.

Experiential Learning, simply put, provides students with an opportunity to practice in the real world what they have learned in the classroom.

If you have questions about experiential learning as you work through this booklet or at any time, or if you wish to discuss your experiential learning student's progress, please email Coops-internships@monroecc.edu.

Monroe Community College is a unit of the State University of New York. It is the policy of the University and of the College not to discriminate on the basis of age, sex, color, race, religion, national origin, disability, sexual orientation, or marital status in admission, employment and treatment of students and employees in any educational program or activity administered by any of its units. It is expected that experiential employers follow this policy relative to co-op and interns.

EXPERIENTIAL EDUCATION



MCC is committed to the concept of Experiential Education as part of a student's total learning strategy as the individual works toward a college degree. Experiential Education focuses on learning outside the classroom. It manifests itself in many different forms including Cooperative Education and Internships which are carefully monitored experiences at jobs related to a student's college major. The experience reaffirms and clarifies the student's career direction, while reinforcing the value of formal education. The experiences may be full-time or part-time, paid or unpaid, and evaluated on the basis of credit or no credit. At MCC, co-ops are generally credit bearing, part-time, paid assignments. Internships, on the other hand, are generally non-credit, part-time, non-paid assignments. Students begin their out-of-class experience after completing sufficient course work to validate their out of class assignment.

COOPERATIVE EDUCATION

"Co-op" as it is generally referred, allows students to earn academic credit by working at a job related to their major or career interest. MCC has co-op opportunities available for students who have completed sufficient course work to be marketable to an employer (generally 24 credit hours), and have a GPA of 2.0 or higher in the following programs:

- Accounting
- Automotive Technology
- Computer Information Systems
- Entrepreneurial and Applied Business Studies
- Heating, Ventilating and Air Conditioning
- Hospitality
- Interior Design
- Office Technology

While some students get paid while earning college credits, the benefits to the student are much broader. Co-ops are an invaluable way for students to test career interests and abilities and to further develop their employment skills.

There are two components to co-op:

- paid or unpaid employment that totals 180 hours during an academic semester
- participation in an MCC seminar to discuss on-the-job experiences, the psychology of work, human behavior and politics in the work place, goal setting for personal and career planning, interpersonal relationships and other work related topics.

Students work with the Experiential Learning office to secure an appropriate placement. Each work site needs to be approved to insure it is appropriately related to the student's major.

INTERNSHIPS



Like co-op, offers students an opportunity to learn important job skills and gain practical experience in their prospective career field. Generally non-paid positions, many students use an internship to explore a career choice early in their educational journey. Internships:

- Generally are for 3 credits
- Often help confirm whether or not the student has chosen the correct path
- Require a minimum of 135 hours a semester (nine hours of work each week is recommended)
- Require a reflective journal and an evaluation from the employer

THE EXPERIENTIAL LEARNING RELATIONSHIP – “WIN –WIN -WIN”

EMPLOYER BENEFITS:

- Acquire skilled, enthusiastic workers who are growing both academically as well as professionally.
- Establish potentially strong qualified candidates to fill future part and full-time positions.

STUDENT BENEFITS:

- He or she exposed to current, relevant practices in his/her designated field
- Have the opportunity to explore career possibilities
- Come in contact with professionals in the field
- And some cases paid, offsetting some college costs

INSTITUTIONAL BENEFITS:

- Exposure to the most recent developments in the business and industrial community, encouraging faculty to develop, upgrade, and update curricular offerings to match contemporary technologies.

EXPECTED STUDENT OUTCOMES

The objectives of an experiential learning student are to:

1. Explore career alternatives prior to graduation.
2. Integrate theory and practice.
3. Assess interests and abilities in their field of study.
4. Learn to appreciate work and its function in the economy.
5. Develop work habits and attitudes necessary for job success.
6. Develop communication, interpersonal and other critical skills in the job interview process.
7. Build a record of work experience.
8. Acquire employment contacts leading directly to a full-time job following graduation from college.
9. Identify, write down, and carry out performance objectives (mutually agreed upon by the employer, the MCC experiential learning supervisor, and the student) that are related to their job assignment.

ROLE OF THE EMPLOYER

A student is training for a career under the supervision of a seasoned employee (assigned by you) who will be working directly with the student on a daily basis. Obviously, the employers' role is significant in the success of a co-op. At the end of the semester, the student will receive a grade and approximately 50% of the student's final grade is based on the Employers evaluation of the students' actual job performance.

TIPS FOR ORIENTING EXPERIENTIAL LEARNING STUDENTS



The experiential learning student, while a registered MCC student, is also your employee for the work term. Listed below are some tips on how to help the student become an integral and more productive member of your organization:

1. **Assist student in developing on-the-job objectives.**
2. **Explain responsibilities and expectations** to the student by reviewing completed evaluation.
3. **Provide an orientation.** Help students become familiar with your organization, (e.g. objectives of the company, key personnel, and organizational structure), employment policies and procedures.
4. **Assign a seasoned employee to be the student's mentor**, someone who will be working with the student on a daily basis and can give the student the proper supervision to ensure success and mastery of the job duties and objectives.
5. **Encourage regular employees share their expertise** freely with students and help the student become integrated and mainstreamed, as much as appropriate, into the total operation. Students must be made to feel they are contributing and not being exploited as cheap labor.
6. **Relate assignments directly to the students' curriculum, career goals and performance objectives.** Employers who challenge students with career and/or curriculum relevant work will experience an employee motivated to provide a significant contribution to the organization.
7. **Provide students with a variety of on-the-job experiences.** As students progress, they should be given an increasing amount of responsibility. To acquire the full benefit from the experience, students need to be "stretched" into new situations, new challenges, and new tasks.
8. **Provide sufficient work.** Nothing is more demoralizing to college students as down time. Even though periods might occur at the job site when the workload is low, every effort should be made to keep the students occupied with enough work to keep them busy. Students generally do not complain if overworked, but many complain if they are not well utilized.
9. **Mold character and work habits.** Since the student may be in an impressionable stage where personality traits are being formulated, and since these traits will follow them in their career, it is important to help guide, mentor, suggest each student where appropriate in: human relations, personal appearance, ability to make decisions, natural curiosity about the work, enthusiasm and diligence to work, dependability, and overall quality of work. Any behaviors that do not meet high standards (relative to a model employee) should be identified and communicated to the student.
10. **Help students build proper attitudes about the "company"** that will be conveyed to other students on campus. Doing this will insure the permeation of good company images into the student "grapevine" which will in turn aid the employer as he/she seeks to interview graduating seniors.
11. **Contact with MCC** should be made as soon as possible when a problem occurs with the student's job performance or attitude.

12. **Evaluation of the student's progress should** be based on the length of a semester (15 weeks) regardless of whether or not the student will be staying on longer. The employer's evaluation can be 40-50% of the student's grade.

BENEFITS OF EXPERIENTIAL LEARNING TO EMPLOYERS

Employer benefits from hiring experiential learning students include:

1. They are a good resource for future hiring for permanent company positions. Employers have the opportunity to observe an experiential learning student's skills and personal characteristics they think are compatible with their company and hire the student if he/she meets the employer's qualifications and standards.
2. Lessens the cost of recruiting and training. Experiential Learning students have some pre-training when they come to a job. They already know the language, procedures, and technical routines of their majors.
3. They enhance a company's recruiting efforts with a college. Experiential Learning students returning to campus can be ambassadors of good will for the company.
4. They transition to a prepared source of continuous supply of part-time employees.
5. The employer gains the opportunity to train and mold future professionals.

EVALUATION OF STUDENT PERFORMANCE

Students earn credit and receive a grade for their experiential learning experience. The grade is based in part (40-50%) on the employers written evaluation.

- Complete the **Evaluation Form (#3)** for the student. The evaluation contains traits that are considered to be crucial for success on the job. Please fully complete each category and make comments to support your rating of the student.
- Comment on the degree to which the student has achieved his/her predetermined "**learning objectives**" at the job site. Learning objectives were initially formalized on **Form #1**. They are used to assess the extent and value of what was learned on the job.

A learning objective is a statement naming a task to be accomplished, as for example, "to develop a flow chart," "to increase effectiveness on the job," "to improve communication skills," "to change behavior in dealing with people," "to improve in attitude or motivation." Learning objectives should be mutually developed and agreed upon by you, the college supervisor (seminar instructor), and the student.

VERIFICATION OF HOURS (#4)

This form must be filled out and given to the student at the conclusion of the work experience. A co-op student must work a minimum of 180 hours; and internship must consist of a minimum of 135 total work hours.

IMPORTANT:

Both the Student Performance Evaluation Form and the Verification of Hours Form should be given to the student to submit to his/her MCC Instructor.

FORM #1 - Objectives for Intern/Co-op Experience

PLEASE PRINT CLEARLY

Instructor: _____

Phone: _____ E-mail: _____

Co-op/Internship Site: _____

Supervisor: _____ Phone: _____

TO BE FILLED OUT BY THE SUPERVISOR AND THE STUDENT JOINTLY:

The student and supervisor need to state a minimum of four jobs, tasks, skills that the student will work towards (goals). These should be things that the student “achieves” or “learns” to do through the semester; it should not be something they currently know how to do.

1. _____

2. _____

3. _____

4. _____

Student Signature: _____ Date: _____

Work Experience Supervisor: _____ Date: _____



FORM #2 - Student Employment Info Sheet

PLEASE PRINT CLEARLY

Today's Date: _____

Name: _____
Last First Middle Initial

Current Mailing Address: _____ Cell Phone: _____

_____ Home Phone: _____

_____ Work Phone: _____

Major Field of Study at MCC: _____

EMPLOYMENT - Information

Company/Organization Name: _____

Address: _____
(Number and Street)

_____ (Town, State, Zip)

Supervisor (Immediate)

Name: _____

Title: _____

Phone: _____ E-mail: _____

And / OR

Human Resources Representative/Dept. Manager

Name: _____

Title: _____

Phone: _____ E-mail: _____

MCC Co-op INSTRUCTOR: _____

FORM #3 - Student Evaluation

PLEASE PRINT CLEARLY

Cooperative Education Student: _____
Last Name / First Name

Position Title: _____

Company/Organization: _____

NOTE TO EMPLOYERS:

Please be aware that this evaluation form impacts a large percentage of the student's final co-op grade. For a student to receive credit for this evaluation, the employer must completely fill it out including the comment section. Circle or highlight appropriate designation in each category.

1. BASIC REQUIREMENTS/STANDARDS

ATTENDANCE: Student is conscientious about attendance at work and being on time.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

APPEARANCE: Student dresses and performs in a professional manner.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

PROFESSIONALISM: Student maintains professional image, ethics and credibility with guests and fellow employees.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

2. PERSONAL CHARACTERISTICS

SELF MOTIVATION: Student shows an interest and willingness to work. Demonstrates initiative and drive. Able to work constructively without constant supervision.

Rating (*circle one*): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

LEADERSHIP: Student demonstrates good judgment, shows effectiveness in analyzing a situation and arriving at sound conclusions, is honest, courteous and open-minded. Student respects and works well with peers, is constructive, and demonstrates ability to lead by example as well as design.

Rating (*circle one*): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

ADAPTABILITY/STABILITY: Student demonstrates the willingness and ability to adapt to changing work conditions, procedures, policies and/or tasks. Student shows ability to withstand and to remain calm in required situations.

Rating (*circle one*): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

ORGANIZATIONAL SKILLS: Student maintains a neat orderly work area. Student employs organizational skills which contribute to effective and efficient job accomplishments. Plans and arranges work in a professional and efficient manner. Student asks for clarification when necessary.

Rating (*circle one*): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

COMPATIBILITY/TEAMWORK/INTERPERSONAL SKILLS: Is effective as a team player. Demonstrates effectiveness in interfacing with others in a cooperative, polite manner. Is cooperative and respectful. Active participant with a positive and willing-to-learn attitude.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

3. KNOWLEDGE/ABILITY TO GROW FROM WORK EXPERIENCE

BASIC KNOWLEDGE: Student demonstrates basic knowledge of methods, techniques and skills involved in performing his/her job. Student's job knowledge has increased throughout the cooperative learning experience.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

WILLINGNESS TO LEARN: Student shows an ability to accept criticism. Asks questions when he/she doesn't understand directions or procedures.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

QUALITY AND QUANTITY OF WORK: Student performs a high caliber of work in terms of accuracy, precision, thoroughness and neatness. Takes care of equipment, practices safety, and handles supplies efficiently. Student produces a reasonable volume of work completed efficiently, consistently and in a timely manner.

Rating (circle one): **O**utstanding **A**cceptable **U**nacceptable **N/A**

EXAMPLES AND/OR COMMENTS: _____

HOW WOULD YOU GRADE THIS STUDENT RELATIVE TO THEIR OVERALL PERFORMANCE?

Rating (circle one): **A** **A-** **B+** **B** **B-** **C+** **C** **C-** **D+** **D** **D-** **F**

COMMENTS: _____

Company/Organization Name: _____

Address: _____

Phone: _____ E-mail: _____

Name of Supervisor: _____

Signature: _____

FORM #4 - Verification of Hours Worked

PLEASE PRINT CLEARLY

Student Name: _____

Student ID Number: _____

DATE FROM	DATE TO	TOTAL HOURS WORKED

HOURS VERIFIED BY:

Supervisor Name: _____

Title: _____

Phone: _____ E-mail: _____

Company/Organization Name: _____

Address: _____

UNPAID INTERNSHIP UPDATE

In April of 2010 the United States Department of Labor – Wage and Hour Division – provided updated information regarding unpaid internships. This information is designed to help employers determine whether interns must be paid a wage and overtime under the Fair Labor Standards Act for services they provided to “for-profit” private sector employers.

The following content, taken directly from the DOL website, are included in this packet to help you, the employer, decide if the intern position(s) you are offering should be paid or not. Please note the six criteria that must be applied when making your determination.

For additional information regarding this and other questions you may have on this topic, you can go to the Wage and Hour Division Website: <http://www.wagehour.dol.gov>.

WAGE AND HOUR DIVISION (WHD)

April 2010

FACT SHEET #71: INTERNSHIP PROGRAMS UNDER THE FAIR LABOR STANDARDS ACT

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

BACKGROUND

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

THE TEST FOR UNPAID INTERNS

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an education environment;
2. The internship experience is for the benefit of the intern.
3. The intern does not displace regular employees, but works under close supervision of existing staff.
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;

5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

SIMILAR TO AN EDUCATION ENVIRONMENT AND THE PRIMARY BENEFICIARY OF THE ACTIVITY

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the intern's work.

DISPLACEMENT AND SUPERVISION ISSUES

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled to compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship rather than training.

JOB ENTITLEMENT

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

WHERE TO OBTAIN ADDITIONAL INFORMATION

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call toll free information and helpline available 9 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

**The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit good banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.*

