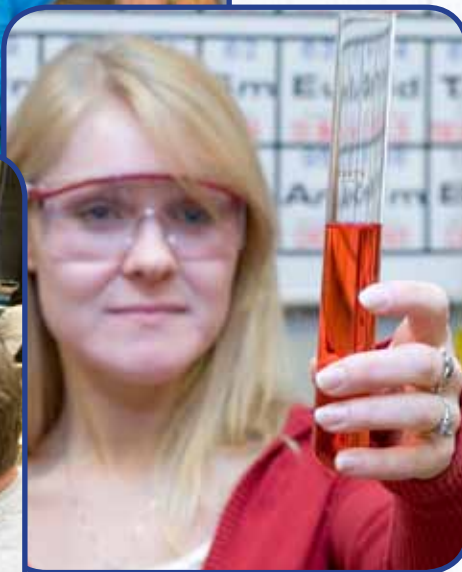


# 2009 Annual CO-OP Report

*Science, Mathematics and Engineering Division*



Sinclair  
Community  
College

1

180



# Table of Contents

---

INTRODUCTION .....	2
VISION/MISSION .....	3
CO-OP EDUCATION .....	4-9
CO-OP Education and Disney.....	10-11
2009 ACCOMPLISHMENTS.....	12
2009 OUTLOOK.....	13
COURSEVIEW CAMPUS.....	14
CO-OP FORMS.....	15-27
STUDENTS PLACED.....	28-37

---

081

Welcome to  
Cooperative Education in  
Science, Mathematics and Engineering

# Introduction

---

Welcome to Cooperative Education in the Science, Mathematics & Engineering division at Sinclair Community College. The goal of the SME co-op program is to provide SME students with valuable career related work experience as part of their overall college learning plan. Through the formal co-op format, a student may integrate academic study with career related experience. Thus a student gains knowledge both from the classroom and from work experience.

At Sinclair, most SME co-op students attend classes and work simultaneously on a daily schedule. However, there is a growing interest from employers to offer full-time co-op work opportunities that would alternate with full-time academic schedules.

Many SME degree programs require a co-op (270) experience. On the other hand, an SME student may choose to earn elective credit towards graduation for a career related co-op (270) experience.

## SME CO-OP

---

- **The (270) designation indicates a co-op work experience course found in many SME academic programs at Sinclair Community College.**
- **Chairpersons make the final decision as to whether or not a co-op (270) may be used as a technical elective.**
- **Three credits designate academic credits earned per quarter for 20 hours per week of career related work experience.**
- **Six credits designate academic credits earned per quarter for 40 hours per week of career related work experience.**



## VISION



Through its co-op program, the Science, Mathematics and Engineering division is reaffirming the vision of Sinclair Community College by providing a bridge to the future for SME students. By participating in co-op work experiences, students are given open access toward full time job opportunities. Relating classroom learning to hands-on experience provides intellectual challenge and self-discovery.

Co-op experiences adhere to David A. Sinclair's vision, "Find the need and endeavor to meet it," by instilling confidence, courage, and determination in Sinclair students. Co-op experiences empower students with knowledge and skills for the journey into tomorrow's work world.

## MISSION

**The Science, Mathematics and Engineering co-op program will maintain its mission by providing accessible, high quality work experiences for all SME students.**

- SME division's co-op commitment is to:
- Prepare today's workforce to meet the needs of a rapidly changing and technologically advancing economy.
- Emphasize the importance of science, technology, engineering and mathematics (STEM) in today's economic environment.
- Empower individuals by providing them with a strategy for life-long career success.
- Welcome opportunities to establish strong community partnerships between Sinclair Community College and local business and industry.
- Work to promote a career related co-op experience as a required component in all SME division associate degree programs.

# Cooperative Education Leadership



Now in its ninth year of publication the 2009 Annual Co-op Report summarizes the accomplishments of cooperative education in SME. Professor W. Terry Maiwurm initiated and has led the SME Co-op effort for the past nine years. Fall 2009 marks the beginning of Professor Maiwurm's 28th year of serving the college. Professor Maiwurm continues to serve as a member of the SME division Leadership Team.

In 2009 Maiwurm was selected to serve as a member of the Ohio Cooperative Education Association (OCEA) Executive Board. He helped to plan and then attended the annual conference which brought educators and employers, through out the State of Ohio together at the Kalahari Resort in Sandusky, OH.

As a member of the American Society for Engineering Education (ASEE) Maiwurm was an active participant in the Conference for Industry and Education Collaboration (CIEC) which was held in Orlando, FL. The conference theme "Engineering Magic: Partnerships for the 21st Century" brought educators and industry from throughout the country together. The conference setting at the Walt Disney World Resort also allowed Maiwurm to visit with the 25 Sinclair students who are currently doing a co-op experience as part of the Disney College Program.

## Visit Co-op on the Web!



The Science, Mathematics and Engineering division co-op website may be accessed by visiting:

<http://www.sinclair.edu/academics/sme/coop/>

# Cooperative Education in the Division

In 1906, Herman Schneider, the founding father of co-op said, "Students who best grasped the subject matter of an engineering course also had practical engineering experience." Sinclair Community College is an active supporter of this philosophy that fundamental theories would have more meaning if students could apply the theories learned in a classroom to an actual work setting. Exposure results in perspective. The more you are able to see and experience in life, the more you are able to appreciate in life.

Cooperative Education had its beginning at Sinclair Community College in 1954 when General Motors teamed up with Sinclair to create a co-op partnership in Dayton, OH. As Dayton's largest employer at the time, GM provided Sinclair students with valuable work experience while they studied engineering technology. Over the years hundreds of Dayton's companies have joined GM/Delphi in providing students with the opportunity for practical on-the-job training. Students learn on the job while pursuing an associate degree in Science, Mathematics & Engineering.

General Motors and Delphi have had a profound affect on developing and supporting the cooperative education program at Sinclair Community College. With the closing of the General Motors Truck and Bus plant and the phase out of Delphi this past year, Sinclair's co-op program will be facing some challenges as we seek to assist students toward job and career success in 2010. In the coming year the number one co-op priority will be to increase and build stronger partnerships with new and expanding business and industry in the Dayton area, as well as reaching out to regions that Sinclair Community College now serves. Preble County will have a Sinclair Learning Center that will open in 2009/2010 that will join centers in Montgomery and Warren Counties.

Sinclair students in Science, Mathematics and Engineering will see an increased emphasis toward encouraging them to explore co-op opportunities. Most engineering majors require co-op experience for graduation. More biology, chemistry, geology and mathematic students will also be encouraged to explore possibilities to use co-op (270) as an elective toward graduation.

Science, Mathematics and Engineering includes the following academic programs:

- Automotive Technology (AUT)**
- Aviation Technology (AVT, ESUP)**
- Biology (BIO, BTN)**
- Chemistry (CHE, GLG)**
- Electronics & Robotics (EET, ACT)**
- Engineering Technology Design (CAT, ETD, HVA)**
- Manufacturing & Operations Technology (CAM, OPT)**
- Mathematics (MAT)**
- Physics (PHY, AST)**

# Cooperative Education and Students

In today's job market it is a proven fact that students who graduate with co-op experience will earn more and find a career related job more quickly than a student who graduates without co-op experience. As our economy and workplace continue to change, co-op experience will be even more important to Sinclair SME students as they seek career success. Knowing these facts have inspired Sinclair co-op students to prove themselves to be valuable employees to Dayton area business and industry both before and after graduation. Sinclair has earned a strong reputation in the region for providing knowledgeable, hard working employees. More so today, than ever before, Sinclair students continue to indicate that their primary reason for attending college is "to get a better job". If students are to reach their goals, they must approach their college experience from a different perspective than tradition dictates, and choose to become actively involved in the co-op program. Proof that co-op works was realized this past year as 50% of our Sinclair co-op graduates were able to convert their co-op jobs to full-time employment with their employer. Students who are placed on a co-op job are required to meet with and obtain an approval signature in the SME co-op office, room 3-134, prior to the beginning of each quarter. At this meeting a co-op packet is provided, all assignments are reviewed and a faculty mentor is assigned. In most cases the co-op/270 experience counts toward earning a SME degree.



*"As a bio-tech co-op at the City of Dayton I have always approached my job in an enthusiastic, yet responsible manner. Through my job I have learned that lab work has real life justification. I have learned so much from my job and can see how the effects of one action can have on others and truly understand the important effects it has on our environment".*

**Katchym Robinson**  
**City of Dayton**



# Cooperative Education and the Faculty Mentor

The faculty/mentor provides a vital role in maintaining academic credibility in Sinclair's SME co-op program. By mentoring SME co-op students, faculty members will observe first hand how students newly acquired classroom theory is applied in a real world working environment. The primary responsibilities of the faculty /mentor are to monitor, guide, and evaluate the academic learning progress that takes place when co-op students apply classroom knowledge in the workplace. The faculty/mentor evaluates learning achieved on the co-op job, issues college credit and provides the student grade. The faculty/mentor is the vital link between the student and the employer. A co-op student's progress is aided by the faculty/mentor who helps establish and attain educational goals. On the other hand, employer feedback about the students work performance is gathered by the faculty/mentor. Co-op not only can prove to be a rewarding experience for the student, but the faculty/mentor is able to see first hand new technologies being used in today's world of work and can carry those ideas back to the classroom to share with other students. At Sinclair we have a dedicated core of professors who have expertise in their field and are willing to serve as faculty/mentors. The SME co-op student shares how their co-op experience relates to their classroom learning through a reflection paper evaluated by the faculty mentor. An assessment of each co-op student by the co-op employer also provides valuable input for the faculty mentor in the evaluation of student performance. By working closely with and encouraging the co-op student, the role of faculty mentor serves as the key component as they work closely with and encourage the co-op student toward success.

*"Casey Benedict is a great example of someone who has learned by doing. By saying this is not to lesson Casey's intelligence as he has maintained a 3.6 GPA while working and studying full-time in the field of engineering. As a key member of a start-up aerospace company he has learned to consistently meet, or better yet, exceed customer requirements for quality, performance and cost of product. His co-op experience has definitely led to his career success".*

**Charlie Winarchick**  
**Sinclair Faculty Mentor**



# Cooperative Education and Employers



The Ohio Cooperative Education Association (OCEA) recognized Sinclair Co-op Employer Maury Wycoff as an Ohio Distinguished Employer for his achievement of hiring Sinclair co-op students for the past fourteen years. In his acceptance Mr. Wycoff stated, *"For me co-op represents a give back. During my college and early work career I was given wonderful guidance from a number of mentors. By hiring co-op's today represents a way for Montgomery County and myself to give a little back to our co-op students who are just beginning their careers".*

OCEA is an organization made up of business and education leaders throughout Ohio who support the cooperative education philosophy.

**Maury Wycoff**  
**Chief Building Official**  
**Montgomery County Administration**

Employers today recognize that the college graduate who applies for a position in their company, and had co-op experience, has a better understanding of what the job entails. In addition they bring a proven work ethic to their job, which is a valuable trait, as compared to those graduates who have only studied about the career field.

It makes sense for Dayton area companies to participate in co-op partnerships with Sinclair because they are making a long term investment in the future growth and competitiveness of their organization. Hiring Science, Mathematics and Engineering students increases the visibility of their companies on campus and promotes clearer ties with the educational community.

Co-op employers become a partner with Sinclair and are asked to evaluate and give feed back on the performance of the co-op student. Employers have the opportunity to work with enthusiastic student employees who are eager to learn and apply newly developed skills in a real work setting. Employers realize a reduction in costs for recruitment and training when they establish a co-op partnership with Sinclair. In addition, the co-op work period allows time for the employer to evaluate skills and potential of the co-op student to be considered for a full-time opening that may occur. Co-op becomes a win/win blueprint for the student, the college and the employer. To establish a co-op partnership contact:

**Cooperative Education**  
**Science, Mathematics and Engineering**  
**(937) 512-2508**  
*terry.maiwurm@sinclair.edu*

See page 24 for form



**ATTITUDE**

The longer you live, the more you realize the impact of attitude on life. Attitude is more important than facts, it is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a career. The remarkable thing is you have a choice every day regarding the attitude you embrace for that day. You cannot change the past... you cannot change the fact that people will act in a certain way. You cannot change the inevitable. The only thing you can do is play on the one string you have, and that is your attitude. Life is 10% what happens to you and 90% how you react to it. Your attitude affects your altitude! It is wonderful that you are in charge of your attitude."



# Cooperative Education and Disney

For the third consecutive year Sinclair Community College ranked in the top ten of all colleges in the United States for its support of the Disney Theme Parks and Resorts College Program. Being one of Disney's top ten colleges is quite an accomplishment as Sinclair is just one of 350 colleges and universities that Disney recruiters visit twice a year. Thus, Sinclair's Co-op program continues to play an important role with Disney. The fall of 2009 marks the 17th year that Sinclair students have been participating in the Disney College Program which Professor Maiwurm initiated back in 1992. Four hundred Sinclair students have successfully completed the Disney College Program and earned their "mouse" ears. Another first is that a Sinclair student was selected to participate in the Disneyland College Program. He will be the very first Sinclair student to participate in the in the Disneyland program and will arrive in California during fall quarter 2009.

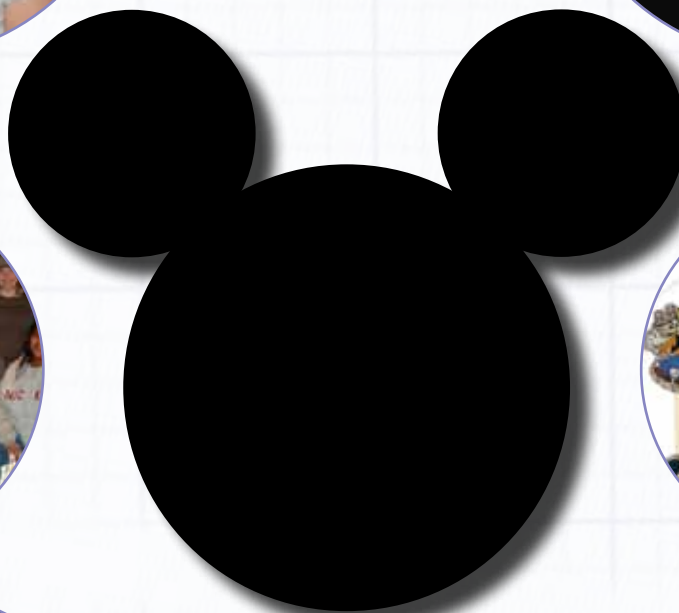
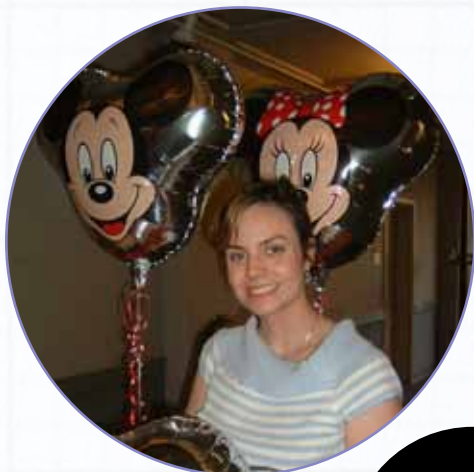
The Disney College Program is based upon three student experiences. The first is the "Learning Experience" that will prove that students can both laugh and learn as part of their time at Disney. Students may earn college credit by taking classes such as hospitality, engineering, entertainment, finance and communications at Disney University. Courses are college level and accredited. Secondly, "The Earning Experience" will have students working in the Theme Parks and Resorts making Disney Guests' dreams come true. Students will work full-time and get paid for their efforts. The "Living Experience" is the third piece of the puzzle. Students will experience a diverse living experience by being housed in Disney sponsored apartments with 4,000 other college students from all over the world. While working at Disney Sinclair students have the chance to enhance their resume, as well as having the opportunity to network with Disney leaders.

*"My Disney experience is helping to reaffirm my career goals as I love working in entertainment. I am a music major and I want to perform so going to work each day with new and exciting characters makes my role at Disney lots of fun. Each summer Disney forms a choral group of Cast Members called Encore that performs at EPCOT. I auditioned and was selected to perform with Encore which made me very happy. We perform a flashback of 60's/70's music. I miss the Sinclair Singers, but my opportunity with Encore makes me feel right at home. The Disney experience has been perfect for my profession and is preparing me for what I hope to do after college. Being a Cast Member at Walt Disney World has opened up my mind and abilities to a whole new level."*

**Tabitha Carroll**  
**Sinclair Co-op**  
**Walt Disney World Cast Member**



# WALT DISNEY WORLD

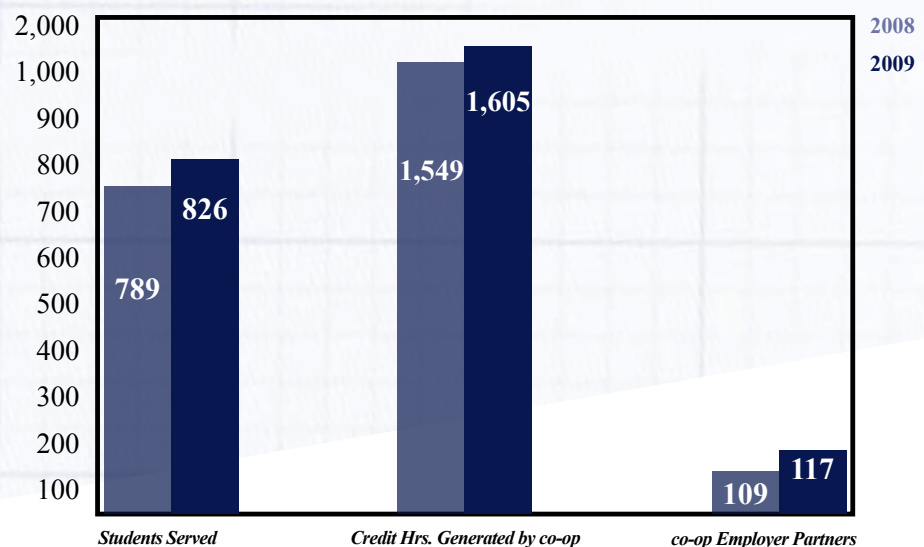


# Cooperative Education Accomplishments 2009

As the economic down turn set in on the Miami Valley, Sinclair and the SME co-op office had to explore new ways for our students to experience success in their chosen career field.

- When the going got tough this past year Wright Patterson Air Force Base stepped up to provide employment opportunities for Sinclair students. Through the Student Temporary Employment Program (STEP) a great number of Sinclair co-op students were gainfully employed during the summer of 2009. Because of their strong work ethic many of those students who were employed have been offered continued part-time employment during the coming academic year. Student recruitment specialist, Brenda Myers, at Wright Patterson AFB has been a strong advocate for Sinclair and our students
- The National Museum of the United States Air Force has also provided exceptional support of the SME co-op program. As a hiring partner, the National Museum has now increased the number of Sinclair co-op's working at the National Museum to twelve. Eight of the SME co-op's are aviation students working in restoration of planes for display. The remaining Sinclair co-op students work in exhibits designing and building displays for the museum.
- The SME co-op office assisted Daryl Curnutte to finish a second successful year for the PROJECT STEP II co-op program. Computer Aided Manufacturing students were matched with employers and alternated 5 1/2 week work sessions with 5 1/2 week academic sessions. Twelve PROJECT STEP II students have accepted full-time employment after successfully completing the program and earning their certificate.. Sinclair owes special thanks to the Dayton Tooling & Manufacturing Association for their support of PROJECT STEP II co-op.
- Two Sinclair graduates and alumni of the Disney Theme Parks and Resorts College Program are working full-time at Walt Disney World in Lake Buena Vista, FL. Jenny Leach is a full-time Cast Member working in the Learning Center at Disney University. Allison Brooks is an Advanced Sales Associate at the Disney Vacation Club.
- The SME co-op office provided leadership and support for the 2009 Career Exploration Fair which hosted 60 employers who joined us on campus in the Sinclair Center to interface with Sinclair students.

All of our Sinclair GM and Delphi students lost their jobs this past year due to plant closings. Loss of employment is always hard to accept, but the support these two companies gave to Sinclair and our students over the past 55 years will be truly missed. But it is so nice to know that other companies will come forward and become Sinclair co-op partners and lend support as we continue to build a rich tradition of co-op at Sinclair. Even with a economic down turn the Sinclair co-op office was able to maintain a strong presence and increase the number of Sinclair students served. Increases were realized in both total credit hours generated by co-op and the number of Sinclair employer co-op partners.



# SME Contract Program

Professor, Terry Maiwurm, coordinator for the SME co-op program, initiated the contract program over 20 years ago with support from General Motors. Since its beginning many other companies have joined the contract program as partners. By using the SME contract program companies may hire co-op students who will work for that business, but their wages will be paid initially from the Sinclair Community College payroll. The company is billed monthly for actual student hours worked plus an administration fee. The company then writes a check to Sinclair Community College for all the co-op students in their employment. While the contract program serves as an option, typically companies pay wages to co-op students directly from their payroll. With the loss of support of GM/Delphi this past year the challenge the contract program faces will be to find new contract program job sites with new companies that feel the contract program will work toward their advantage. Though contract program annual billings did decline this past year several new contract partner companies were added. Maiwurm's role will continue as he places students in contract jobs, oversees payroll documents, issues paychecks and sends monthly statements to participating contract companies.

See page 16 for SME contract program guidelines

## Outlook for 2010

In the past year Sinclair co-op experienced "the best of times the worst of times". Our region has received more than its share of economic bad news with companies downsizing, moving their headquarters and closing. On the other hand enrollments at Sinclair surged and new co-op partner organizations joined Sinclair to fill the void left by departing co-op companies. These are the challenges we look forward to as we begin the 2009-10 co-op academic year.

- The Dayton Tooling and Manufacturing Association (DTMA) has lent its support to the Project STEP II co-op program for the third straight year. Many tooling shops in Dayton have successfully converted from automotive production to the medical and aerospace fields which lends a positive outlook to the future of manufacturing.
- With a large number of our population out of work we will experience increases in Sinclair enrollments. This means that more students than ever will be relying on the SME co-op office to help them return to the ranks of the employed.
- Though Ohio Governor Ted Strickland's Choose Ohio First Co-op/Internship Program lost its funding in the Ohio budget cuts, the state government is looking for other ways to build co-op partnerships between Ohio colleges and Ohio business and industry. New ways to fund the Choose Ohio First initiative are being sought as this program encourages Ohio college graduates to live and work in Ohio.
- On the national level President Obama has announced a program that will provide funding to community colleges to enroll more students as well as to better serve displaced workers. Sinclair will follow this program closely as details are released.

- In July of 2009 the New York Times magazine was on the Sinclair campus to find out how Sinclair is responding to and supporting the needs of our community with innovative programs as well as placing more emphasis on co-op. A front page story featuring Sinclair and several Co-op students was printed on August 15, 2009 in the New York Times.
- More Science, Mathematics and Engineering programs will continue to build a co-op work experience into their curriculums, which means more SME students will be looking for co-op opportunities.
- Many new, but smaller employers have joined Sinclair as co-op partners this past year and have pledged to continue their support in the coming year.
- SME co-op will make a stronger presence at all Sinclair Learning Centers including Englewood, Huber Heights, Preble County as well as Courseview in Mason.

This past year local industry and business responded to the needs of Sinclair students and provided co-op employment opportunities during tough times. Sinclair President, Steven Johnson has pledged college support to develop more internships and co-op programs with local businesses to get students directly placed and help with the work force shortage. Growth of co-op will not just be aimed at numbers alone, but will focus on building the co-op program on the credibility and accountability of the co-op experiences in which our SME students are placed. With the support of our co-op partners, we look forward to a promising year for our SME co-op students in 2010.

# Sinclair Courseview Campus



The Courseview campus in Mason, OH has completed two full years of operation on a very successful note. Sinclair hopes to have 1,000 students enrolled for the fall 2009 academic term at the Courseview Campus. SME co-op will continue to expand outreach to business and industry in Warren County. Like other areas in our region, Warren County has felt the affects of an economic down turn, however, we are confident that Warren County possesses the potential for strong economic growth. Five Warren County employers who had plans to hire Sinclair co-op students for the summer of 2009 had to pull back their offers, but their commitment to SME co-op remains strong. Highlights of SME co-op activities at the Courseview Campus include:



- During the past year we once again hosted Warren county companies on the Courseview Campus for lunch and a lively discussion of how SME co-op can be of benefit to them.
- The Disney Theme Parks and Resorts College Program recruiters held an information session on the Courseview Campus this past year and two Courseview students participated and successfully completed the Disney College Program.
- Three Warren County companies expressed interest in SME co-op. United Environmental and L-3 Cincinnati Electronics both actually hired Sinclair students. Proctor and Gamble has also expressed an interest in hiring SME co-op students for their R+D facility in Mason.
- SME co-op participated in the Mid-Summer Enrollment fest held on the Courseview Campus.



As Warren County shows continuous growth, especially along the I-75 corridor, more and more companies will be pursued as new SME co-op partners. The future for co-op looks bright in Warren County at Sinclair's Courseview campus.





*“ I was honored to be selected as one of Ohio’s Coolest Co-op’s. Being able to use my mind, then following through by using my hands to build a dream makes my job at the National Museum of the United States Air Force so special. Most recently, as part of a team, I helped build a tribute to U.S. airmen serving in Iraq and Afghanistan. The opening ceremony was attended by airmen who actually participated in the battle that is depicted in the display. It was an honor to meet and talk with these veterans. Knowing that thousands of visitors to the National Museum will also be able to live the experience makes my job a really “cool co-op.”*

**Luke Maynard**  
**Sinclair Co-op**  
**National Museum of the United States Air Force**



## CO-OP FORMS

Contract Program Guidelines.....	16
Co-op Application.....	17
Co-op Credit Application.....	18
Co-op Assignment Calendar.....	19
Co-op Work/Learning Contract Goal, Objectives, Activities.....	20
Co-op Student Reflection Paper.....	21-22
Benefits to Employers.....	23
Cooperative Education Employer Guidelines.....	24
Employer Assessment of Student Performance.....	25-26
Faculty Mentor Guidelines.....	27

# Contract Program Guidelines



**Sinclair  
Community  
College**

## **Sinclair Community College is responsible for:**

- Screening qualified candidates for the job interview.
- Supervising evaluation of the student's co-op performance.
- Providing faculty consultation.
- Assuming the responsibility of issuing pay checks to the co-op student.
- Maintaining Workman's Compensation for co-op student employees.
- Providing an appropriate billing method for each contracted co-op student, including the submission of student time sheets that reflect actual hours worked.
- Issuing Sinclair Community College credit for work experience when applicable.

## **Employer is responsible for:**

- Providing a complete job description, including a recommendation for the type of college major needed for the position.
- Interviewing and selecting the candidates for the job opening.
- Providing a written evaluation describing the co-op students' progress and what advances the student has made with regard to learning.
- Providing 20 hours of work experience per week, over a 10-week period, at the employer's work site.
- Establishing an hourly wage at which the co-op student under a Contract Program will be paid. The hourly wage stipend for each student includes a carrying charge to be used by the college to help underwrite and administrate the Contract Program.
- Making monthly payments based on a contracted hourly rate. Sinclair issues contract billings on the last day of each month for student hours worked during that month.

**Companies participating in the Contract Program will write a check made payable to Sinclair Community College and mail it to:**

**Sinclair Community College  
Attn: Bursar Office  
444 West Third Street  
Room 10-244  
Dayton, Ohio 45402-1460**



**Sinclair  
Community  
College**

**Please read and agree to follow these established guidelines that will allow Sinclair Community College to maintain the successful relationship that has been established with local employers.**

As Sinclair co-op student, I \_\_\_\_\_ understand that:

- The primary goals of the co-op are to be educational. Training and experience that employers provide the co-op student is the most important factor in co-op placement.
- The Co-op Office recognizes that many students need a co-op pay check to help complete their college education. The Co-op Office will establish an hourly wage that is competitive, but the wage is determined by the co-op employer.
- Co-op students can earn co-op credit towards a Science, Mathematics and Engineering degree program for learning achieved on the co-op job.
- To earn college credit for the co-op experience the student must register for the proper co-op/270 course. A letter grade for the co-op/270 course is earned and will count toward the student GPA. Failure to register is considered to be grounds for dismissal from the co-op program.
- A current/updated resume must be submitted with this application.
- Co-op students must be currently registered and maintain a 2.0 or higher GPA.
- Each co-op student will continue to make progress toward successfully completing a Science, Mathematics and Engineering degree program.
- Co-op students, when placed, will complete the entire academic quarter.
- Sinclair co-ops are considered to be part-time employees, and usually do not receive benefits and are not eligible for unemployment benefits.
- Co-op placement is not guaranteed. Positions are secured on a competitive basis. Placement depends upon student qualifications, skills, interest, interviewing knowledge, as well as the number of jobs available in the career field. Sinclair will comply with all federal, state, and local laws regarding employment, and will provide equal opportunity for all students.

**As a co-op you represent yourself as well as Sinclair Community College during your work experience. In doing so, you will abide by the Honor Code (enclosed), and will uphold the values of citizenship, social responsibility, personal accountability, and respect for self and others.**

The Science, Mathematics and Engineering office is often contacted by employers and asked to release information relating to a student's educational progress. This student information may include GPA standing and possibly a transcript release. Releasing this information to prospective employers will be done in an attempt to secure Science, Mathematics and Engineering co-op employment opportunities.

Student Social Security # \_\_\_\_\_ Email \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Office Use Only:**

**Approved**

**Not Approved**

**Comments:** \_\_\_\_\_

# Co-op Credit Application



**Sinclair  
Community  
College**

Many Science, Mathematics and Engineering degree programs now require a co-op credit (a Co-op/270) course before graduating. Typically you apply for co-op credit after being placed in a co-op job. Complete and return this Co-op Credit Application to Professor Terry Maiwurm, in Room 3-134, for his signature of approval. *In the case that you wish to use your current job as a co-op experience, you must discuss this job with your chairperson or counselor, who will determine whether or not your current job qualifies for co-op credit.*

While waiting for co-op approval you are encouraged to register for other classes because the Co-op/270 course can be added at a later date. Co-op registration coincides with Sinclair's quarterly registration period.

After you receive approval for co-op credit you will be given a Co-op Assignment packet. Forms included in the packet must be completed by the end of the academic quarter in which you are registered for co-op credit.

**To insure proper co-op credit, return this form to Room 3 -134 before the beginning of the quarter.**

**Date** \_\_\_\_\_ **Co-op work quarter:**  Fall  Winter  Spring  Summer **Year** \_\_\_\_\_

**Co-op/270 course** \_\_\_\_\_  3 credit hours  6 credit hours

**Student name** \_\_\_\_\_ SSN/ID \_\_\_\_\_

Email \_\_\_\_\_ Phone (H) \_\_\_\_\_

Student address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Major \_\_\_\_\_ GPA \_\_\_\_\_ Graduation date (estimated) \_\_\_\_\_

**Company name** \_\_\_\_\_ **Department** \_\_\_\_\_

Company address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Student position or title \_\_\_\_\_ Student work phone \_\_\_\_\_

Supervisor name \_\_\_\_\_ Supervisor title \_\_\_\_\_

Supervisor phone \_\_\_\_\_ Supervisor E-mail \_\_\_\_\_

Hours worked per week \_\_\_\_\_ Hourly rate/salary \$ \_\_\_\_\_

**The following information is confidential and is not linked to individual students. The information you provide is useful for record keeping and tracking demographics in the co-op programs at Sinclair. Your reply is optional.**

**Sex**

- Male
- Female

**Race**

- Caucasian
- African American
- Asian
- Hispanic
- Native American

**Citizenship**

- U.S.
- Permanent Resident
- Student Visa
- Other Visa

**Veteran**

- Yes
- No

**Disability**  Yes  No

**Date of birth** \_\_\_\_\_

**Office Use Only**

- Part Time
- Full time
- Intern
- Contract student
- Co-op

Major code \_\_\_\_\_

Faculty mentor \_\_\_\_\_



Sinclair Co-op students do not attend class, but learn in the workplace instead. **Students can earn academic credit for work-based experiences by documenting what is learned at the work-site, just as classroom learning must be documented through tests, quizzes, and papers to receive academic credit.** Assessment of work-based learning is done through a series of structured assignments evaluated by a faculty mentor from the student's academic discipline. All required meetings and assignments are made at the beginning of the quarter. Each meeting or assignment must be completed and signed off by the student, a faculty mentor, work-site supervisor, and the Co-op coordinator during the week indicated.

***It is essential that this Co-op calendar, as well as all meetings and assignments, be completed and turned in when due. Not to do so will result in a lower grade on the Co-op work experience course.***

Student Name \_\_\_\_\_ Faculty Mentor \_\_\_\_\_

Place of Employment \_\_\_\_\_ Worksite Supervisor \_\_\_\_\_

**Prior to start of quarter**

1. Receive Co-op approval and signature in Bldg 3-134
2. Complete work-site placement record in Bldg 3-134
3. Receive Co-op packet in Bldg 3-134
4. Receive faculty mentor assignment in Bldg 3-134

_____	_____
Co-op Coordinator	Date Completed

**Week 1**

1. Review all assignments in the Co-op packet carefully, including:
  - Co-op Work/Learning Contract.
  - the Co-op Student Reflection Paper.
  - the Employer Assessment of Co-op Student Performance, to be completed by the employer.
2. Enter your goals on the Work/Learning Contract.
3. Establish Co-op planning meeting with the Co-op faculty mentor.
4. Meet with the worksite supervisor to review Work/Learning Contract Objectives and activities

_____	Student
_____	Worksite Supervisor

**Week 2**

1. Attend the Co-op planning meeting with the Faculty Mentor to:
  - Establish Work/Learning Contract goals, objectives and activities.
  - Discuss the Co-op Student Reflection Paper.
  - Establish due date for all assignments to be turned in to the faculty mentor.
  - Make arrangements for the faculty mentor to make an on-site visit.

_____	Faculty Mentor
-------	----------------

**Week 3-7**

1. Optimize your learning experience by meeting the goals, objectives, and activities listed on your Work/Learning Contract to the best of your ability.
  - seek feed-back from your supervisor on your performances on a regular basis.
  - Apply classroom knowledge to work related duties.
  - Establish your professional network.
  - Develop excellent employment references.
  - Improve your work place competencies and skills.

_____	Student
-------	---------

**Week 8-10**

1. Meet with the faculty mentor and worksite supervisor for the on-site visit.
2. Review the completed Employer Assessment of Co-op Student Performance with the faculty mentor and worksite supervisor.
3. Turn in all assignments to the faculty mentor.
  - signed Co-op Calendar
  - signed Co-op Work/Learning Contract
  - signed Co-op Student Reflection Paper
  - signed Employer Assessment of Co-op Student Performance

_____	Faculty Mentor
-------	----------------

**Return this form to the faculty mentor.**

# Co-op Work/Learning Contract



Sinclair  
Community  
College

Quarter \_\_\_\_\_ Year \_\_\_\_\_ Course & Section \_\_\_\_\_ Final Grade \_\_\_\_\_

This Co-operative Education Internship is based on learning from work experience. The Co-op Work/Learning Contract represents a joint effort by the student, employer, and college to document how the student applies classroom knowledge in the workplace. The student, worksite supervisor, and faculty mentor must sign the contract during the on-site evaluation.

**Goal** *Purpose of Internship Experience* \_\_\_\_\_

**Objectives** *What the student plans to learn*

Objective 1 \_\_\_\_\_

**Activities** *Three to four action plans to meet Objective 1*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 2 \_\_\_\_\_

**Activities** *Three to four action plans to meet Objective 2*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 3 \_\_\_\_\_

**Activities** *Three to four action plans to meet Objective 3*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comments** *On completion of goal, objectives, and activities*

**Student** \_\_\_\_\_

**Faculty mentor** \_\_\_\_\_

Student \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Faculty Mentor \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Supervisor \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Student	Faculty Mentor	Evaluation
_____	_____	_____
_____	_____	_____
_____	_____	_____

0=non-observable  
1=limited accomplishment  
2=satisfactory accomplishment  
3=superior accomplishment

Return this form to the faculty mentor.

# Co-op Reflection Paper (Page One)



Sinclair  
Community  
College

In order for a co-op student to achieve career success, it is important to develop the practice of periodically stepping back to evaluate learning activities and experiences. Reflection is the process that helps the student connect the co-op experience with academics.

This is done by looking back at what has recently taken place and determining how these activities and experiences impact academic and career success. Reflection will help the student understand why the term *cooperative education* was coined as opposed to *cooperative work*. Reflective thinking is the key that allows work experience to become educative.

**This form must be completed and returned to your faculty mentor at the end of each quarter.**

Student name \_\_\_\_\_ Student ID# \_\_\_\_\_ Major \_\_\_\_\_

Company name \_\_\_\_\_ Academic quarter \_\_\_\_\_ Year \_\_\_\_\_

Co-op job title \_\_\_\_\_ Hours worked/week \_\_\_\_\_ Wage/hr \_\_\_\_\_

**Briefly describe your normal activities in this co-op position** \_\_\_\_\_

**For each skill listed below, please rate on a scale from 1 to 4 the extent to which that skill was IMPROVED during your co-op experience**

**4** = Greatly improved    **3** = Improved    **2** = Stayed the same    **1** = Not applicable

**VERBAL COMMUNICATIONS:** my ability to organize and communicate ideas and information to the appropriate listener and situation

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_

**WRITTEN COMMUNICATIONS:** my ability to communicate ideas and information in written form such as in correspondence, email, and reports

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_

**PROBLEM SOLVING:** my ability to recognize and respond to work related problems

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_

# Co-op Reflection Paper (Page Two)



**INTERPERSONAL:** my ability to communicate, to interact with others, and to be a contributing team member

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_  
\_\_\_\_\_

**TECHNOLOGY:** my ability to learn and utilize industry technology

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_  
\_\_\_\_\_

**PROFESSIONAL ETHICS:** my understanding and concern for the ethical standards toward the profession and my employers

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_  
\_\_\_\_\_

**WORK ETHIC:** the way I approach my job such as attitude, enthusiasm, consistency, reliability, time management, and dress

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_  
\_\_\_\_\_

**SUPERVISION:** my ability to respond to feedback from supervisors

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_  
\_\_\_\_\_

**OVERALL JOB PERFORMANCE:** the way I perform my co-op job responsibilities including quality and accuracy of work

**Exceeded Standard    Met Standard    Improving    Did not meet standard**

**4**                      **3**                      **2**                      **1**

Share an example \_\_\_\_\_  
\_\_\_\_\_

How did your academic background contribute to your success in this position?

\_\_\_\_\_  
\_\_\_\_\_

How might your co-op experience contribute to your future academic success?

\_\_\_\_\_  
\_\_\_\_\_



Employers who hire Sinclair Community College co-op students will experience these rewards:

- Co-ops are college-level students who show interest and possess an aptitude in a particular engineering field.
- Co-op students bring fresh perspectives, ideas, and knowledge to your work place.
- Co-ops can be hired at entry-level wages, and are usually not paid benefits or unemployment.
- Co-op opportunities influence students toward company loyalty.
- Co-ops roll up their sleeves and “hit the ground running”.
- Co-op students are pre-screened, motivated students who have specific skills you can use.
- Co-ops help to reduce your training and recruitment costs.
- Co-op students perform routine functions allowing professional engineers more time to focus on higher level demands.
- Co-ops produce immediate and valuable results at a relatively low cost.
- Co-op encourages student/faculty consultation to solve a work place problem.
- Co-ops help to get work accomplished and make contributions to special projects.
- Co-op offers a connection for industry to provide input as to what educational programs the college should deliver.
- Co-ops serve as a great source for recruiting future hires.
- Co-op can open the door for companies who desire training opportunities for employees at the college.
- Co-ops from Sinclair represent local talent who want to work locally, and often times continue their education at a local 4-year college or university.
- Co-op partnerships allow companies to use Sinclair Engineering & Industrial Technologies laboratories.
- Co-op benefits employers by helping to create a profit center as opposed to a cost center in hiring.

**Call Science, Mathematics and Engineering Co-op Office (937) 512-2508 and learn how your company can use Sinclair co-ops to fulfill your hiring needs.**

# Cooperative Education Employer Guidelines



**The Science, Mathematics and Engineering Co-op program creates a partnership between employer, student, and Sinclair Community College. Employers are the key link that makes the program successful.**

## **Employer responsibilities and expectations:**

- To show a strong commitment to the cooperative education philosophy.
- To accept the principle that the work experience aspect is indeed an extension of learning.
- To train students in areas of competency essential to their success, as well as the future employment needs of the organization.
- To provide the Science, Mathematics and Engineering Co-op Office with a written job description which enables a good match between student and skills/requirements. (Job description should include hours, rate of pay, and a starting date.)
- To review all student resumes sent by the Science, Mathematics and Engineering Co-op Office for possible interview of candidates. Appointments to interview students may be set up with the student directly or employers may call the Science, Mathematics and Engineering Co-op Office for assistance.
- To inform the Science, Mathematics and Engineering Co-op Office when a student has accepted an offer, the student rate of pay, and the starting date.
- To support the college by checking if the student is registered to earn college credit for the Sinclair co-op experience.
- To assign a designated supervisor who understands and is supportive of the Science, Mathematics and Engineering co-op program.
- To treat the Sinclair co-op student you hire as your employee and under your supervision in the performance of their job responsibilities. To expect the student to meet your standards of quality, loyalty, confidentiality, and appearance.
- To expect the student to work as scheduled and to observe only company holidays, not those holidays observed by the college.
- To provide student employment for at least the minimum number of hours throughout the quarter.
- To evaluate the Sinclair co-op student on a quarterly basis using the form provided by the Science, Mathematics and Engineering Co-op Office.
- To allow an Science, Mathematics and Engineering Faculty/Mentor to make an on-site visit during the quarter to monitor the student's progress.
- To honor the employee agreement for a full quarter providing the Sinclair co-op student meets all job requirements.
- To inform the Science, Mathematics and Engineering Co-op Office quarterly if the student will be expected to return for another co-op term.
- To maintain the Sinclair co-op position in order that future Sinclair students will have an opportunity to work with your organization.

**To establish a co-op program with a student already employed, please contact Sinclair's Science, Mathematics and Engineering Co-op Office at (937) 512-2508.**

# Employer Assessment (Page One)



Sinclair  
Community  
College

Overall Rating				
Consistently Exceeds	Meets Requirements	Fails to Meet Requirements	Not Applicable	
				Please complete this assessment of the student's co-op learning experience carefully and thoughtfully, but candidly, recalling instances typical of general performance and academic preparation. This evaluation tool provides valuable information to the student about his or her skills, competencies, strengths, and areas requiring improvement for future career success. It also provides important feedback to the college and academic department on its curriculum and course offerings.
<b>Career Related Skills and Competencies</b>				
				Has adequate career-related skills required for this job
				Effectively applies knowledge and skills on the job
				Seeks opportunity to learn new skills
				Produces quality work with minimal errors
				Produces quantity of work necessary under normal working conditions for this position
<b>Self Management Skills and Initiative</b>				
				Shows responsibility and reliability in completing work
				Takes initiative to complete work even if not told to do so
				Demonstrates ethical behavior, maturity, self-confidence
				Exhibits effective time management and organizational skills; meets deadlines
				Attendance and punctuality
<b>Problem Solving and Decision Making Skills</b>				
				Asks appropriate questions; offers creative solutions
				Exhibits flexible approach, adapts to change, completes work despite obstacles
				Exercises good judgment and takes appropriate action
<b>Communication Skills</b>				
				Demonstrates verbal communication skills necessary for the job
				Writes clearly and concisely
				Speaks up willingly, communicates information, and asks for clarification
				Listens for and applies feedback in order to improve
<b>Interpersonal and Teamwork Skills</b>				
				Makes a positive impact on work team and customers
				Pitches in to help co-workers without being asked
				Puts in extra time and effort to get job done; is willing to do less desirable tasks
				Overall job performance
				Shows evidence of potential for success in this career field

# Employer Assessment (Page Two)



1. Given the right circumstances, would you hire this student as a permanent, full-time employee?
2. List strengths this student exhibited during this work experience.
3. List any weaknesses this student may have exhibited and offer any comments or suggestions on how he/she can improve in these areas.
4. What next steps would you recommend for this student following his/her co-op/internship? Please name two or three activities that you feel would contribute the most to this student's preparation for his/her chosen career field (coursework, work experiences, skill development, professional memberships, education, etc.)

Dates of Work Term: From \_\_\_\_\_ To \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Student Name \_\_\_\_\_

Student Job Title \_\_\_\_\_

Student Major \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Company \_\_\_\_\_ Department \_\_\_\_\_

Supervisor Name \_\_\_\_\_ Supervisor Title \_\_\_\_\_

**Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Faculty Mentor Name \_\_\_\_\_

**Faculty Mentor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Return this form to the faculty mentor.**



The Sinclair co-op program is designed to provide Science, Mathematics and Engineering students the opportunity to earn college credit for learning achieved through a career related work experience. Faculty Mentors provide a vital role in maintaining academic credibility in Sinclair's Co-op Program. In addition, the **Faculty Mentor** becomes familiar with current workplace practices which are helpful in classroom discussions.

## **FACULTY MENTOR RESPONSIBILITIES:**

- Make co-op coordinator Professor Terry Maiwurm and the Science, Mathematics and Engineering Co-op Office, in room 3-134, aware of your willingness to supervise co-op students on a quarterly basis.
- The primary responsibility of the **Faculty Mentor** is to monitor, guide and evaluate the academic learning process that takes place when students apply classroom knowledge in the workplace.
- The **Faculty Mentor** assignment is made prior to the beginning of each quarter when the student meets with and obtains an approval signature from the co-op office. At this meeting, a packet is provided, all assignments are reviewed and the **Faculty Mentor** assignment is made.
- The Faculty Mentor will meet with the Co-op student prior to the 3<sup>rd</sup> week of the quarter. **The Co-op student is responsible for initiating this meeting.**
- The **Faculty Mentor** will review and approve the student's rough draft of the Co-op Work/Learning Contract to maximize student learning during the quarter. It is the student's responsibility to develop a draft of the Co-op Work/Learning Contract and have it approved by the worksite supervisor.
- Student and **Faculty Mentor** discuss the Co-op Student Reflection Paper, and plan a final work project and set the date it will be due.
- Student and **Faculty Mentor** determine who will set up the on-site evaluation session.
- The **Faculty Mentor** will notify the Co-op Office if the assigned student has not made contact by the end of the 4<sup>th</sup> week of the quarter.
- **Faculty Mentors** will make a worksite visit during the quarter to meet with the student's supervisor in order to review progress, and evaluate the learning experience as well as competencies and skills needed for success in the workplace. **Faculty Mentors** may be asked to provide the employer with information about the student's program of study and academic progress.
- Internships are graded (A-F). **Faculty Mentors** are responsible for evaluating all assignments fairly and completely, assigning the grade, and forwarding it to the Co-op Office before grades are due for the quarter.
- The **Faculty Mentor** is paid a stipend for supervising the co-op student.

# Co-op Students Placed 2008-09

## ACT

Name	Employer	Pay Rate
Kenneth Werbrich	Makino	\$18.00
Daniel Brown	Johnson & Johnson	\$18.00
Brandon Makley	SCC/AIM Center	\$10.00
Andrew Kraemer	Integrated Design Solutions	\$12.00

## AVT

Name	Employer	Pay Rate
Jennifer Bruns	Delta Airlines	\$12.00
Ashanti Taltoan	Net Jets	\$15.00
Josh Snider	Air Tran Airways	\$10.50
Noah Kreisher	Delta Business Jets	\$12.00
Josh Skidmore	Aviation Sales	\$8.50
Tim Pachin	Usxpress	\$14.00
Nicholas Bell	Ohio National Guard	\$13.00
Roger Wentworth	Commander Aero	\$10.00
Caleb Lithander	Commander Aero	\$10.00
Casey Simmons	National Museum of USAF	\$14.50
Nicholas Almeter	National Museum of USAF	\$14.50
Jeremy Gallogly	National Museum of USAF	\$14.50
Peter Hess	National Museum of USAF	\$14.50
Pat Cullen	National Museum of USAF	\$14.50
Rob Kissell	National Museum of USAF	\$14.50
Jason Davis	National Museum of USAF	\$14.50
Duane Jones	National Museum of USAF	\$14.50

# Co-op Students Placed 2008-09

## AVT (Continued)

Name	Employer	Pay Rate
Kelly Neaves	Safe Flight Aviation	\$13.50
Justin Balsbaugh	Delta Global Services	\$8.50
Joshua Heineman	Band-B Aero	Vol.
Norman Spurling	TSA	\$14.00
Daniel Betts	Delta Airlines	\$11.00
Joshua Guerra	Aviation Sales	\$8.50
Jonce Tackett	U.S. Airways Express	\$8.50
Gregory Brewster	Airborne Express	\$12.00
Curtis Heitmeyer	Dayton Air Show	Vol.
Naima Issa	WISTEM	Vol.
Justin Vititoe	Dayton Air Show	Vol.
Jacob Lindley	Dayton Air Show	Vol.
Daniel Simmons	Dayton Air Show	Vol.
Shawn Riffe	Dayton Air Show	Vol.
Patrick Walker	Dayton Air Show	Vol.
Bill Kronnenberger	Women in Aviation INTL.	\$10.00

## BTN

Name	Employer	Pay Rate
Kacharyn Robinson	City of Dayton	\$10.00

# Co-op Students Placed 2008-09

CAM		
Name	Employer	Pay Rate
Dane Glander	Leis Medical	\$10.00
Jerome Ferguson	CAM Manufacturing	\$14.75
Matthew Singleton	Wright Patterson AFB	\$18.00
Dakota Farley	D&J Machine	\$8.25
Roland Gordon	AIM Center	\$10.00
James Evans	AIM Center	\$10.00
Luther Frederick	Custom Manufacturing Solution	\$10.00
Joseph Mackey	AIM Center	\$10.00
Thomas Black	Wright Patterson AFB	\$10.00
Chris Alfano	Lord Corporation	\$10.00
Daniel Barnhill	AFC Tool	\$10.00
Christopher Brand	Carmichael Machine	\$10.00
Aaron Brentford	Dayton Reliable Tool	\$10.00
Kenneth Finley	Dayton Reliable Tool	\$10.00
Jerry Lester	Custom Manufacturing Solution	\$10.00
David Mosher	Mosher Machine	\$10.00
Candice Meyers	Nobel Tool	\$10.00
Earl Philpot	Carmichael Machine	\$10.00
Michael Powley	Triangle Precision	\$10.00
Scott Washburn	Minco Tool	\$10.00
Chris Ferguson	Dysinger	\$10.00

# Co-op Students Placed 2008-09

CAT		
Name	Employer	Pay Rate
Demetrius Green	Norton Engineering	\$10.00
Chad Petrusch	Boatwell Associates	\$13.25
Jerome Clark	SCC/Facilities	\$10.00
Charles Sturgill	APM Construction	\$12.00
Shari Rogers	U.S. Army Corps. Of Enigneers	\$12.00
Toby Lobberecht	SCC/Energy Lab	\$10.00
Kyle Moeder	Tes Tech	\$12.00
Nick Blake	Miami Valley Communications	\$8.75
Raymond Goodwin	City of Dayton	\$16.00
Lance Livesay	Jones Warner Consultants	\$11.00
Grant Shellabarger	Arcon Builders	\$12.00
Jana Freed	Self Employed	Vol.
Bryan McNutt	City of West Carrollton	Vol.
Luke Kremer	SCC/Facilities	\$10.00
John Stork	J.R. Jurgensen	\$12.00
Justin Moorman	Self Employed	Vol.
David Davis	City of Vandalia	\$7.25
David Abell	Nhealth	\$11.00
Sean Pennington	Shook	\$12.50
Jason Wright	Bowser-Morner	\$14.00
Zachary Van Zant	Associated Excavating	\$18.00
Kyl Caldwell	Ohio Ministries Retreat	\$10.00
Temitayo Osinubi	Wright Patterson AFB	\$16.50
Justin Binkley	Reddy Electric	\$12.00

# Co-op Students Placed 2008-09



CAT		
Name	Employer	Pay Rate
Todd Kuck	J.L. Kuck Contractor	\$18.00
Jevin Profit	Certified Energy Raters	\$10.00
Tre Hutcherson	Patriot Engineering	\$12.00
Shaun Blanton	Wright Patterson AFB	\$12.50
Joseph Ludolph	Aviation Trail	\$18.00
Mitch Gearhardt	Aviation Trail	\$18.00
Tim Applebaum	ODOT	\$12.50
Richard Isaacs	EDB Engineering	\$12.00
Brock Taylor	Wright Patterson AFB	\$12.50
Shawn Webster	Norton Engineering	\$13.50
Jaron Pyle	Montgomery County	\$8.00
Brad Weaver	Patriot Engineering	\$12.00
Justin Siegrist	City of Centerville	\$11.00
Ben Jones	Cornerstone Masonary	\$15.00
John Hearn	U.S. Army Corps. Of Enigneers	\$12.50
Miguel Beyer	Tes Tech	\$12.00
Royce Gates	Patriot Engineering	\$12.00
Travis Puckett	Patriot Engineering	\$12.00
Whitney Locker	DAE Design	\$12.00
Jonathan Stoner	Patriot Engineering	\$12.00

CHE		
Name	Employer	Pay Rate
Benjamin Sutter	SCC/Chemistry	\$9.00
Frank Schwab	SCC/Chemistry	\$9.00

# Co-op Students Placed 2008-09

## EET

Name	Employer	Pay Rate
Justin Fry	Honda of America	\$11.00
Eric Estrada	U.S. Army Corps. Of Engineers	\$18.00
Hernan Paulet	Comair	\$24.00
Eric Gibbons	ATM Components	\$11.50
Ronald Dexter	McCully-Brown	\$11.00
Kenneth Busler	Honeywell	\$12.00
Gabriel Vaughan	Lear Engineering	\$12.50
Randy Depoy	Precision Energy Technology	\$7.50
Eric Gibbons	HEM Components	\$10.50
Anthony Haas	Combot Inc.	\$10.50
Caleb Still	National Museum of USAF	\$12.50

## ESUP

Name	Employer	Pay Rate
Savannah Weatherspoon	SCC/ Physical Education	\$7.50
Matthew Volck	Wright Patterson AFB	\$12.00
Luke Maynard	National Museum of USAF	\$14.50
Matthew Sense	Wright Patterson AFB	\$12.75
Karen Kirby	University of Dayton	\$9.00
Erica Knowlton	Delphi	\$9.25
Anthony Dillinghaus	Web Core	\$12.00
Misti Wells	Delphi	\$9.25
Seth Brown	Wright Patterson AFB	\$12.00
Michelle Rogers	VA Medical Center	\$9.00
Carolyn Schmitt	Wright Patterson AFB	\$12.00
Jeannie Rosengarten	Air Force Institute of Technology	\$12.00

# Co-op Students Placed 2008-09



<b>ESUP (Continued)</b>		
<b>Name</b>	<b>Employer</b>	<b>Pay Rate</b>
Christopher Wanamaker	Honda of America	\$11.00
Cara Riebe	Wright Patterson AFB	\$12.00
Justin Runge	Honda of America	\$11.00
Cassandra Lawson	Wright Patterson AFB	\$12.00
Robert Konkel	Wright Patterson AFB	\$12.00
Brittany Hayes	Wright Patterson AFB	\$12.00
Christopher McFarland	Wright Patterson AFB	\$12.00
Zachary Jones	Wright Patterson AFB	\$12.00
David Speaker	City of Dayton	\$9.00
Hayley Justice	City of Dayton	\$9.00
Brandon Fields	City of Dayton	\$9.00
Todd Lampley	City of Dayton	\$9.00
Amber Jones	City of Dayton	\$9.00
Eric Cook	Wright Patterson AFB	\$12.00
Lauren Sunderland	Wright Patterson AFB	\$12.00
Thomas Sylvester	Wright Patterson AFB	\$12.00
Maria Bauman	Dayton Executive Hotel	\$8.00
Eric Cook	Wright Patterson AFB	\$12.00
LaShonda Baker	Wright Patterson AFB	\$11.50
William Haas	National Museum of USAF	\$16.00
Matthew Griffin	Wright Patterson AFB	\$11.50
Johanna Columbra	Wright Patterson AFB	\$11.50

# Co-op Students Placed 2008-09

## ETD

Name	Employer	Pay Rate
Chris Moehl	Waibel Energy	\$10.00
Erica Hill	United Environmental	\$12.50
Jason Baxter	Ohio EPA	\$14.00
Nicholas Luttrell	Xenia Township	\$10.00
Mark Zubrick	Advanced Engineering Solutions	\$11.00
Joseph Plummer	SCC/Purdue	\$10.00
Phillip Smith	SCC/Purdue	\$10.00
Howard Ducker	SCC/Environmental Lab	\$10.00
Wendell Ott	SCC/Environmental Lab	\$10.00
Chris Maez	Honda of America	\$12.50
Max Lepper	ATS Environmental	\$12.00
Ian Swanson	Wright Patterson AFB	\$11.50
Thomas Ewry	Web Core	\$12.50
Rhyan Ashbaugh	Wright Patterson AFB	\$12.50
Richard Bowermaster	Web Core	\$12.50
Chelsea Tilton	L3 Cincinnati Electronics	\$12.00

## OPT

Name	Employer	Pay Rate
Tiffany Wendling	Hamilton Fixture	\$20.00
Casey Benedict	Vector Composites	\$17.50
James Leach	National Museum USAF	\$14.00
Loc Nguyen	Wright Patterson AFB	\$11.50

# Co-op Students Placed 2008-09



Walt Disney World		
Name	Employer	Pay Rate
Todd Smith	Walt Disney World	\$7.25
Jessica Alley	Walt Disney World	\$7.25
Kaleb Archer	Walt Disney World	\$7.25
Trent Camp	Walt Disney World	\$7.25
Chrystyna Holland	Walt Disney World	\$7.25
Laura Linnenkohl	Walt Disney World	\$7.25
Matthew Mongin	Walt Disney World	\$7.25
Brittanie Ceasar	Walt Disney World	\$7.25
Douglas Grote	Walt Disney World	\$7.25
Herman Roche	Walt Disney World	\$7.25
Zach Spencer	Walt Disney World	\$7.25
Alexandra Black	Walt Disney World	\$7.25
Brandee DeBoise	Walt Disney World	\$7.25
Josh Maxon	Walt Disney World	\$7.25
Thierry Ndangurura	Walt Disney World	\$7.25
Brittany Smith	Walt Disney World	\$7.25
Ashley Stenger	Walt Disney World	\$7.25
Lucinda Thompson	Walt Disney World	\$7.25
Tamara Carson	Walt Disney World	\$7.25
Heather Dyer	Walt Disney World	\$7.25
Danni Hiles	Walt Disney World	\$7.25
Tyler Lukacs	Walt Disney World	\$7.25



## Walt Disney World (Continued)

Name	Employer	Pay Rate
Nicole McCoppin	Walt Disney World	\$7.25
Amber Alston	Walt Disney World	\$7.25
Michael Wellman	Walt Disney World	\$7.25
Mary Woeste	Walt Disney World	\$7.25
Leigh Ann Wilson	Walt Disney World	\$7.25
Travis Koppe	Walt Disney World	\$7.25
Daris Owens	Walt Disney World	\$7.25
Brittnie Watts	Walt Disney World	\$7.25
Jessica Taylor	Walt Disney World	\$7.25
Tabitha Carroll	Walt Disney World	\$7.25
Andrew Patterson	Walt Disney World	\$7.25
Shateka Stephens	Walt Disney World	\$7.25
Laura Singleton	Walt Disney World	\$7.25
Gustave Nishimirwe	Walt Disney World	\$7.25
Sean Montgomery	Walt Disney World	\$7.25
Kathryn Figueroa	Walt Disney World	\$7.25
Chris Blumenstock	Walt Disney World	\$7.25
Kentrale Barnes	Walt Disney World	\$7.25
Marcus Hall	Walt Disney World	\$7.25
Samantha Harp	Walt Disney World	\$7.25
Hevylla Terlau	Walt Disney World	\$7.25



## **Sinclair Community College**



**Sinclair  
Community  
College**

444 W. Third Street  
Dayton, OH. 45402  
[www.Sinclair.edu](http://www.Sinclair.edu)