

BAYWORK Internship Guidebook

Appendix 2

Educational Institutions

Additional Program Information and Materials

BAYWORK Internship Guidebook

Appendix 2-A

City College of San Francisco

Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	City College of San Francisco
Contact Name	Ying-Tsu Loh
Email	Ying-tsu.loh@mail.ccsf.edu
Phone	510-221-8238
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator? If yes, please describe the role/responsibilities of the coordinator.</i>	Yes, Ying-Tsu Loh is the coordinator. Internship coordination: inquire about internships at the beginning of the semester; monitoring of internship throughout the semester with site visits, email or phone communications; mentor and intern assessments via online surveys. In class teaching called "internship support". Subjects include: discussions on soft skills (communication, persistence, reliability), overcoming challenges, dealing with difficult mentors; job skills such as resume enhancements, using professional online services such as LinkedIn, articulation of skills and concepts learned; science articulation including concepts, techniques, articulation via written work as in final scientific poster judged by industry professionals at a symposium, oral articulation via presentations about concepts and techniques in class.
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	Students are informed via fliers, word of mouth, advertisement in classes, academic counselor.
<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	No, our outreach does not connect with parents.
Resources	

Internship Informational Form (Educational Institution)

<i>How are the students prepared for the internship?</i>	Students are prepared through various courses. There are two pathways, one for students with more science background and another for students with no science background (Bridge to Bioscience) (see attached). The Bridge to Bioscience has a core group of 3 courses (Bridge) that are contextualized which means that the science, math and language are taught so that they are concurrent with topics. For example, in the science course, the topic may be making solutions so the math course focuses on using the math to make the solutions while the language course focuses on correct science articulation. The non-Bridge courses focus on more advanced biotechnology skills (ELISA, PCR, Cell Culture, Western Blotting, etc). All students learn proper documentation GLP, GMP, lab notebooks,
<i>Do you help the students with the application process? Please explain.</i>	There is a simple application process that is self-explanatory. However, I do help the students find their internships. I do this by helping them contact potential mentors via updated cover letters, resumes, interview process. After the interview and/or obtaining an internship, I make sure they follow up with time emails and other communications.

Internship Informational Form (Educational Institution)

Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	We measure the success of internships through surveys on mentor/intern assessments; part or full time positions in a bioscience industry after the internship; continuation to the STEM education after the biotechnology program; obtaining certificates, AS degree or continuation to graduate programs in STEM.
<i>Do you track the intern's success and hire? Please explain.</i>	We track intern success and hire informally. It's difficult to track students after leaving school but we do this informally via LinkedIn or surveys and phone calls. Self-assessments, however, tend to be unreliable according to literature.
<i>Please share any lessons learned!</i>	Tracking and following the students after they leave the program or CCSF is difficult. We don't have complete data about all those that have gone through the program. LinkedIn or professional programs and personal phone calls seem the best way to obtain information post-program. However, we have heard that self-reporting data is not reliable. We have /need to work with the local work investment boards (WIBs) to obtain employment data. Privacy is of the utmost which slows down this process. We will need to have a written agreement in order to obtain this data.
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	We work with or have worked with UCSF (various departments and various locations), USDA, JBEI, Nektar, Oncomed, Prosetta Antiviral, Refactored Materials (now Bolt Threads), Valencia Street Food Safety.
Internship Partnerships with Water/Wastewater Utilities	
<i>Do you have any internship partnerships within the water/wastewater industry? If yes, please list the partners.</i>	No, not yet. Would love to establish some kind of internship, however, it seems waste/wastewater have their own.

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	Bridge To Bioscience Internship Program
Internship Program Contact Person	Ying-Tsu Loh
Internship Program Contact Email	Ying-tsu.loh@mail.ccsf.edu
Internship Program Contact Phone	510-221-8238
Intern Age Bracket (check all applicable)	☐ Middle School ☒ Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	Students have to pass core Bridge classes or other BTEC courses; a career exploration course; obtain positive recommendations from at least 2 BTEC instructors; fill out a simple application form.
Number of Interns in Program	20-30 each year; includes two semesters.
Spotlight Internship Program Details	
History/Development of Program Partnership	
<i>How did the program partnership come to be?</i>	Partnerships were formed mostly through personal contact, word of mouth, email blasts to employees or internship coordinators at institutions or industry.
Program Components	
<i>What were the program components, including advertising, selection, and orientation?</i> <i>Please attach any example calendars or program overviews.</i>	Unfortunately, we don't have paper fliers for this internship program but here's our website: https://sites.google.com/site/ccsflabassistant/bioscience-internships/interns Navigate throughout this site to obtain information. We have a showcase at the end of each semester where the students show their internship projects as scientific posters (also judged by industry professionals), network, have panels (this is called the CCSF Biosymposium).

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	One partner collaboration is with Nektar Therapeutics.
<i>Were there any challenges to start the partnership?</i>	The challenges to starting this partnership was mostly legal. We had to make sure the liability issues were taken care of via a memorandum of understanding (MOU). This document had to be signed by both the lawyers of Nektar and CCSF. This process took a long time, several months. After this was done however, the students in subsequent semesters were able to start easier. The current method with Nektar is to make sure HR knows about the start of our internships every semester, allow them to have time to set aside funds for badges, fingerprinting, background checks, etc. Once they are aware of the needs of the scientists at Nektar, they can start this process a lot easier and faster.
<i>How do you envision starting an internship program with industry partners?</i>	Starting an internship takes knowledge from the industry about type of students and program we have and our expectations. I think it is best to meet as a group or as one-on-one with potential mentors so that the message can be given concerning our expectations and alignment with theirs. Once this is done, an MOU should be written up and signed by appropriate people. A procedure on how to approach acceptance or placement of interns should also be agreed upon.
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	Internship models are highly individual and seem to work best for individual colleges and programs. Our program is more equitable than most since we don't have a competitive application process. In addition, we monitor our internship progress as well as hold concurrent sessions in job skills, soft skills and scientific understanding while the student is on an internship. This makes our program unique. However, we can also see it as a model for other programs such as engineering.
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	To date, Nektar has taken four interns and 2 of those interns now have permanent positions at Nektar. This semester, Spring 2015, we have another 2 interns with Nektar.

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	An organization that Bayworks (and our program) should look deeper into is the work investment boards located in every county. This is a federal agency that helps people out of work find jobs. Since the water/wastewater agency has good training and openings, working with WIBS may be beneficial. In addition, there's a new grant for apprenticeships (paid by federal government). Certain WIBs may have some grant money to initiate collaborations with industry to start this apprenticeship program.

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual process, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

BAYWORK Internship Guidebook

Appendix 2-B

College of San Mateo

Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	College of San Mateo
Contact Name	Eileen O'Brien
Email	obrien@smccd.edu
Phone	(650) 574-6619
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator?</i> <i>If yes, please describe the role/responsibilities of the coordinator.</i>	Coordinating some internships is one of the roles that Eileen performs. They do not have a full-time internship coordinator. Responsibilities: Deliver workshops on finding an internship or a job. Meet individually with students that are looking for specific internships in their job posting service. Assist students in writing targeted resumes (courses and projects that tie to the internship). Provide advice to students (e.g. to take informational interviews)
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	Through your CSM job links. In addition, some programs have flyers. For example, the McKinsey mentorship program and the L3 Communications internship. (see flyers attached)
<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	No.
Resources	
<i>How are the students prepared for the internship?</i>	They meet individually with the coordinator to document all that will be relevant to the internship and are recommended courses that can help them succeed in their target internship.

Internship Informational Form (Educational Institution)

<i>Do you help the students with the application process? Please explain.</i>	Yes, sometimes we call companies in their behalf to introduce them to the companies. Workshops on how to find internships and resume writing.
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Internship Informational Form (Educational Institution)

Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	No resources available.
<i>Do you track the intern's success and hire? Please explain.</i>	Keeping track on internship evaluations is not feasible given the resources available Some departments have their programs and may have their own measurements and controls because of their state regulations.
<i>Please share any lessons learned!</i>	
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	Mentoring Program with McKinsey. Two students enjoyed this program and one got hired by a different company thanks to the mentoring received. L3Communications for Electric Power students (A new partnership). Intern Technician Tesla (A new partnership).
Internship Partnerships with Water/Wastewater Utilities	
<i>Do you have any internship partnerships within the water/wastewater industry? If yes, please list the partners.</i>	Eileen believes that the Instrument Tech program partners or will partner through Kathy Ross with EBMUD. Kathy mentioned to me that she is about to pilot an internship program.

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	CSM/L3Communications
Internship Program Contact Person	Eileen O'Brien
Internship Program Contact Email	obrien@smccd.edu
Internship Program Contact Phone	(650) 574-6619
Intern Age Bracket (check all applicable)	☐ Middle School ☐ Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	- Completed a certain number of courses (tbd), drug test, security Clearance GPA (tbd), US citizen, and letter of recommendation.
Number of Interns in Program	2-3
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	L3 contacted the college. The managers looked at the curriculum, took a tour of the college and then alterations to the program were made. All the parties are very involved now.
Program Components	
What were the program components, including advertising, selection, and orientation? Please attach any example calendars or program overviews.	Outreach target classes in which resume workshops are provided. Informational workshops about relevant coursework. Workshops on interviewing skills. Flyers.

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	L3Communications.
<i>Were there any challenges to start the partnership?</i>	Trying to find time to meet.
<i>How do you envision starting an internship program with industry partners?</i>	NA
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	Having the dean, Kathy Ross, being one of the key players. VP of Human resources of L3 fully committed to the project.
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	No.

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

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L3 Communications

Seeks 3-4 Interns

Apply for Internship Positions With L3 Electron Devices

Apply to Eileen O'Brien, Career
Center Coordinator at (650)
574-6619, Building 10-340G, or
obrien@smccd.edu

To apply, please:

- Submit a Resume
- Prepare a Cover letter
- Make an appointment to discuss your qualifications
- Dress for an interview

L3 is Looking for 1 – 2 Spring Interns:

- Who have completed or will be completing with a 2.0+ GPA:
 - *BUSW 530, Intro to Excel, Word, & Access
 - *Electronics: 201, 231, 202, 232, 275, 282
- Work in Test Dept.
- Assist with design, fabrication, and testing of control boxes
- Pass Drug Test
- Be a U.S. Citizens
- Pay -- \$ 14- 15+/hour
- After accepted, register for Coop 641

Now accepting signups: Career Mentoring Program



CSM STUDENTS: Do you have questions about...

- Getting from the classroom to the corner office?
- Handling the job search, resumes, interviewing, and networking?
- Careers and professional development?
- Or do you just need someone to bounce ideas off of?

The Career Mentoring Program may be right for you!

- You will be paired for the semester with a McKinsey consultant who works in either San Francisco or Silicon Valley for a series of 30-60 minute phone conversations occurring every few weeks (~5-10 hours total over the course of the semester)
- Your mentor is there to provide advice and support across a range of career and academic topics

Questions? Contact Eileen O'Brien,
obrien@smccd.edu

About McKinsey

McKinsey is a management consulting firm with over 95 offices worldwide that comprise a single global Firm. We work closely with Fortune 500 companies to tackle some of their most pressing and complex problems. Our mission is to help our clients make distinctive, lasting, and substantial improvements in their performance and to build a great firm that attracts, develops, excites, and retains exceptional people. By participating in mentorship programs with local educational institutions, we hope to not only share our insights with students but also provide opportunities for our consultants to develop as both business and community leaders.

Now accepting signups: Career Mentoring Program

CSM STUDENTS: Do you have questions about...

- Getting from the classroom to the corner office?
- Handling the job search, resumes, interviewing, and networking?
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Questions? Contact Eileen O'Brien,
obrien@smccd.edu

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McKinsey is a management consulting firm with over 95 offices worldwide that comprise a single global Firm. We work closely with Fortune 500 companies to tackle some of their most pressing and complex problems. Our mission is to help our clients make distinctive, lasting, and substantial improvements in their performance and to build a great firm that attracts, develops, excites, and retains exceptional people. By participating in mentorship programs with local educational institutions, we hope to not only share our insights with students but also provide opportunities for our consultants to develop as both business and community leaders.

BAYWORK Internship Guidebook

Appendix 2-C

Foundation for California Community Colleges
Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	Foundation for California Community Colleges
Contact Name	Tim Aldinger
Email	taldinger@foundationccc.org
Phone	916.491.4499
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator? If yes, please describe the role/responsibilities of the coordinator.</i>	The Foundation for California Community Colleges is the official Technical Assistance Provider for the California Community Colleges Chancellors Office, under the “Doing What Matters for Jobs and the Economy” framework. www.foundationccc.org The Foundation for California Community Colleges offers a back office payroll service to our employer partners where the Foundation becomes the employer of record for student interns and takes on all the risk and liability of hiring an employee handling all human resources and payroll functions, including workers compensation.
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	Students are informed of internship opportunities by our employer and school partners, but also through are student matching platform called LaunchPath (www.launchpath.com). Our goal is to take quality work-based learning to scale throughout California and help students aspire for success both inside the classroom and beyond. LaunchPath is building the technology to facilitate better matches between students and employers in their career pathway industry sectors. This industry-focused training addresses the workforce “skills gap” and enables students to master the skills required to attain careers that align with their interests. LaunchPath brings together California Community Colleges, Linked Learning high schools, and regional employers for meaningful internship experiences. Our advanced matching and badging platform identifies students with the right interests and experiences and simplifies the process of creating beneficial work-based learning experiences for these students.

Internship Informational Form (Educational Institution)

<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	
Resources	
<i>How are the students prepared for the internship?</i>	Through our partnership with the Linked Learning Alliance, this program exposes students to previously unimagined college and career opportunities. Research shows that Linked Learning students have higher rates of engagement and higher graduation rates than their peers at traditional high schools. This approach to education is helping to create an engaged, disciplined, and productive future workforce for California, ready to succeed in college, career, and life.
<i>Do you help the students with the application process? Please explain.</i>	Our LaunchPath staff is available to assist districts, schools, employers, and students with any of the application/registration processes.

Internship Informational Form (Educational Institution)

Self-Evaluation	
How do you measure the success of internship programs?	
Do you track the intern's success and hire? Please explain.	
Please share any lessons learned!	
Overview of Internship Partnerships	
Please provide a brief overview of the internship programs that you work with.	
Internship Partnerships with Water/Wastewater Utilities	
Do you have any internship partnerships within the water/wastewater industry? If yes, please list the partners.	

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	
Internship Program Contact Person	
Internship Program Contact Email	
Internship Program Contact Phone	
Intern Age Bracket (check all applicable)	☐ Middle School ☐ Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	
Number of Interns in Program	
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	
Program Components	
What were the program components, including advertising, selection, and orientation? Please attach any example calendars or program overviews.	

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	
<i>Were there any challenges to start the partnership?</i>	
<i>How do you envision starting an internship program with industry partners?</i>	
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual process, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

BAYWORK Internship Guidebook

Appendix 2-D

Laney College

Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	Laney College
Contact Name	Louis Quindlen, Mark Martin
Email	lquindlen@peralta.edu
Phone	(510) 464-3444
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator? If yes, please describe the role/responsibilities of the coordinator.</i>	No one is specified as an internship coordinator. Louis Quindlen (the department chair) and Mark Martin (Workforce Development) work on any logistics for internships.
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	Email, in-class announcements. Sometimes by a visit from a representative of the company.
<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	No, since we are a community college.
Resources	
<i>How are the students prepared for the internship?</i>	No special preparation for an internship. The goal is that the classes should have them adequately prepared.

Internship Informational Form (Educational Institution)

<i>Do you help the students with the application process? Please explain.</i>	We have classes and resources to help students with the application process of resumes and cover letters, and we do this for all students applying for jobs, not just for internships. We'll also hold interview and test-taking workshops – again for all students.
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Internship Informational Form (Educational Institution)

Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	We don't have formal measures that we measure. We do talk with the supervisors and the students to get subjective feedback. Also, whether or not the companies come back to us again the next year.
<i>Do you track the intern's success and hire? Please explain.</i>	Yes, we track if people are hired.
<i>Please share any lessons learned!</i>	Keep it simple. I view an internship as a job that's short-term. It gives the companies a chance to look for qualified candidates that they may want to hire permanently, and also gives them a chance to understand our program better to see if the training matches with their needs. By keeping it simple, we make it easier to sustain.
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	Companies we work with: - Shell - USS-Posco - Dow Chemical - Terminal Manufacturing
Internship Partnerships with Water/Wastewater Utilities	
<i>Do you have any internship partnerships within the water/wastewater industry? If yes, please list the partners.</i>	- EBMUD - Union Sanitary - Oro Loma Sanitary

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	EBMUD
Internship Program Contact Person	K. Tate (it was Elaine Lew-Smith before she retired)
Internship Program Contact Email	ktate@ebmud.com
Internship Program Contact Phone	
Intern Age Bracket (check all applicable)	☐ Middle School ☒ X Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	Maintenance machinist position. Written test and interview
Number of Interns in Program	5 (in 2013)
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	Outgrowth of involvement of EBMUD on Laney advisory board.
Program Components	
What were the program components, including advertising, selection, and orientation? Please attach any example calendars or program overviews.	Outreach: Emails, class announcements, visit to EBMUD facility Selection: Interview process, written test (?) Orientation: at company

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	Laney, EBMUD
<i>Were there any challenges to start the partnership?</i>	We setup the internship through a contract since EBMUD could not hire the interns directly. Because of this we had to get a contract through both legal departments. This has been the only company that we've had to do it this way. All other companies have been simply a direct hire (or through their hiring agencies).
<i>How do you envision starting an internship program with industry partners?</i>	
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	



Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

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BAYWORK Internship Guidebook

Appendix 2-E

**Los Medanos College
Additional Program Information and Materials**

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	Los Medanos College
Contact Name	Tara Dale Sanders
Email	TSanders@losmedanos.edu
Phone	(925) 473-7417
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator? If yes, please describe the role/responsibilities of the coordinator.</i>	Yes. The Community Partnership Liaison works with industry/business partners and discipline specific faculty to align their needs to develop internships.
Publicizing Opportunities	
<i>How are students informed of internship opportunities? Please attach any example promotional materials.</i>	We have different strategies to inform student of internships, depending on the specifics of the internship, 1. College Central in an online interface that allows LMC students to search jobs and post resumes, and where employers can post jobs and internships, and search resumes 2. In class recruitment by employers 3. Targeted recruitment by faculty to students who are eligible 4. Our annual Industrial Technologies Job Fair 5. Email Recruitment
<i>Does your outreach connect with the parents of the targeted students? Please attach any example promotional materials.</i>	Our campus Outreach department does parent-specific presentations at the annual LMC "Super Saturday" orientations , during LMC hosted conferences and at community outreach events.
Resources	
<i>How are the students prepared for the internship?</i>	Depending on the discipline and type of internship, students are required to have completed certain coursework and earned a certain GPA. Additionally, they are required to enroll in Cooperative Work Experience Education (CWEE) where they receive units for the internship and are supported by a faculty member and their supervisor for objective –based learning.

Internship Informational Form (Educational Institution)

<i>Do you help the students with the application process? Please explain.</i>	Students are offered assistance from department faculty with internship applications, as well as studying for any required examinations.
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Internship Informational Form (Educational Institution)

Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	
<i>Do you track the intern's success and hire? Please explain.</i>	
<i>Please share any lessons learned!</i>	
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	
Internship Partnerships with Water/Wastewater Utilities	
<i>Do you have any internship partnerships within the water/wastewater industry? If yes, please list the partners.</i>	

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	
Internship Program Contact Person	
Internship Program Contact Email	
Internship Program Contact Phone	
Intern Age Bracket (check all applicable)	☐ Middle School ☐ Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	
Number of Interns in Program	
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	
Program Components	
What were the program components, including advertising, selection, and orientation? Please attach any example calendars or program overviews.	

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	
<i>Were there any challenges to start the partnership?</i>	
<i>How do you envision starting an internship program with industry partners?</i>	
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual process, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Alternatives to “In-Person” Consultations

Cooperative Work Experience Education

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ECONOMIC DEVELOPMENT AND WORKFORCE PREPARATION

May 2009



*As Required by Title 5,
California Code of Regulations,
Section 55255(c), “District Services”*

Alternatives to “In-Person” Consultations

Cooperative Work Experience Education

As required by

Title 5, California Code of Regulations, Section 55255(c)

“District Services”

May 2009



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Introduction

This is the first edition of *Alternatives to “In-Person” Consultations*.

It is guidance as required by Title 5, California Code of Regulations, Section 55255(c), “District Services,” adopted by the Board of Governors of the California Community Colleges in May 2008.

This guidance is a result of consultation with, and relies primarily on the advice and judgment of, the Statewide Academic Senate for the California Community Colleges.

Other statewide and regional representative groups were provided opportunities for comment and input.

It is intended to be effective immediately and should be employed as appropriate in each community college district.

Background on Purpose of Consultation with Employers

The requirement of “in-person” consultations originated in December 1969 when the California Community Colleges Board of Governors initially authorized Cooperative Work Experience Education through the adoption of Title 5 regulations. In that set of Title 5 regulations, section 54025 (subsequently repeatedly amended and renumbered in 1974, 1978, 1983, 1992 and 1998), required community college districts to perform, among other elements, “on-the-job observations of the student.”

In the ensuing years, in response to inquiries to the System Office, Legal Affairs has affirmed that the term “in-person” means “in the presence of.” Legal Affairs also noted that, because telephonic devices existed at the time of the original regulation adoption, the specific requirement could not be met through any alternatives, and the regulation drafters indeed intended “In-person” consultations.

Almost 40 years after the original deliberations regarding California Community Colleges Cooperative Work Experience Education, the workplace and circumstances of work have changed markedly. In response to suggestions by practitioners in the field, the issue of “In-person” consultations has been revisited by the California Community Colleges Board of Governors. The Board has passed regulations that will allow districts to authorize alternatives to the in-person visit under limited circumstances, to be defined in guidelines adopted by the California Community College System Office. The specific new regulation is provided elsewhere in this publication.

Many valuable outcomes do accrue from In-person consultations with employers.

Some benefits would include, but not be limited to:

- Develop relationships with employers
- Inform supervisors about programs
- Refine, affirm, evaluate learning objectives
- Explain the evaluation process
- Improve dialogue between instructors and supervisors
- Facilitate dialogue between students and supervisors to reinforce learning experience
- Support student success
- Educate faculty about latest trends in industry

- Support changes to improve programs
- Ensure site safety and legitimacy, within the reasonable expertise of instructors and/or coordinators*
- Strengthen relationships with students
- Market/expand programs
- Create credibility for Work Experience

When a college district permits enrollment in an unpaid CWEE with an employer, whether for a general work-based learning experience or an internship practicum, the district personnel responsible for the arrangement are expected to exercise reasonable judgment in determining both the legitimacy of the worksite and that the worksite supervisor ensures the safety of the worksite (provides reasonable assurance.) The district’s prior experience with the employer, the employer’s history and reputation in the community and the type of work involved are criteria that district personnel can use in make such a determination. The employer, the district and the student share responsibility in determining whether the student’s experience and training are adequate for the volunteer placement. A memorandum of agreement between the district and the employer, in which the employer affirms compliance with pertinent laws and regulations, along with the student’s developmentally appropriate, specific and measurable learning objectives, recommended and approved by the employer and district faculty, are further assurance that the student’s learning experience will be safe and meaningful.

When a district substitutes approved alternatives to in person consultations in limited circumstances, the expectation remains that professional judgment will ensure that the benefits listed above are not materially diminished. A college’s stewardship in assisting student develop and thrive is not to be changed when utilizing alternative methods of oversight.

** Instructors and /or coordinators are not expected to be authorities concerning federal or state Occupational Safety & Health Administration or Department of Labor laws, regulations or practices, or other applicable compliance mandates; they merely must conform to all “required reporter” mandates and are expected to exercise reasonable prudence in assessing work situations.*

Types of Limited Circumstances Under Which a District Might Permit an Alternative to an “In-Person” Visit

The fact that the workplace is undergoing a multi-faceted revolution has been noted by many. For example, the RAND Corporation, in their publication *“The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States,”* prepared for the U.S. Department of Labor in 2004, traced out the variety of influences and outcomes which can be expected through an ongoing upheaval in the nature of work.

Cooperative Work Experience Education can likewise be expected to be shaped by these forces and will need to rely in increasing measure on the professional judgment of instructors and/or program coordinators. To that end, regulatory change permitting more flexibility in the supervision of Cooperative Work Experience Education has occurred.

Several limited circumstances occur when districts might reasonably permit an alternative to an “In-person” visit.

The most common circumstances include the following:

- The worksite is hosted by a reliable entity with a strong track record. Cooperative Work Experience Education benefits from employers who actively support student work experience and establish long term relationships with colleges. When such robust work experience education opportunities are available, little benefit occurs from constant “In-person” consultation, and employers appreciate their trusted partnerships with colleges.
- The student and supervisor are repeating Work Experience – they know about the program and instructors know them. Again, when the circumstances of the work experience education are well understood by the instructor and/or coordinator, little benefit may accrue from additional in-person contact.

Other Limited Circumstances may occur when Districts Might Reasonably Permit an Alternative to an “In-person” Visit.

- Emergency and security of instructor, supervisor, or student. Under certain rare circumstances, extraordinary conditions may occur which impair the ready ability for an in-person consultation, yet the quality of the work experience education is not compromised.
- Work hours of student or supervisor do not match the instructor’s. In certain industries, shift work or irregular hours may create an unnecessary burden on the employer or the instructor/coordinator to meet the requirements of an “in-person” consultation. When the college uses due diligence to ensure that no material diminishment of the benefits of “in-person” consultation occurs, the college may choose alternatives for consultation.
- Student and supervisor are working in virtual offices. In certain situations – such as providing technical or business services in a territory – no actual fixed “work-site” may exist, and an alternative arrangement might be appropriate.
- Distance. In an increasing global workplace, distance may be a major complicating factor. Although provisions for distance work experience education are contained in Title 5, California Code of Regulations, section 55255(b), the need for nimble arrangements may preclude the exercise of other options. Hiring distant adjunct faculty for ad hoc work experience education may not be feasible. However, districts are expected to make reasonable permanent arrangements for distant locales, which are regularly used for work experience education, such as associated overseas satellites or other locations in which an ongoing presence can be anticipated.

Program coordinators must be mindful when approving out-of-state or out-of-country work locales that all insurance and liability issues are addressed.

Types of Alternatives to an “In-Person” Visit Which a District Might Permit

Just as records are required to be maintained regarding “consultations(s) in-person with the employer or designated representative,” [tit, 5, CCR, § 55256 (b)(1)] districts are required to document both the specific **authorized alternative** used in place of the in-person visit and the **limited circumstances** motivating its use.

Types of acceptable tools to use in lieu of an in-person visit include, but are not limited to:

- Phone
- Teleconference
- E-mail
- Partner with instructors from other colleges
- Videoconference
- Internet
- U.S. Postal Service

Title 5 Regulations on Cooperative Work Experience Education

§ 55250. Approved Plan Required.

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
2. Amendment of section and Note filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
3. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
4. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
5. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
6. Editorial correction of History 5 (Register 95, No. 20).
7. Relocation of subchapter 3 heading from preceding section 55250 to precede section 55200, new article 4 heading and amendment of section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).

§ 55250.2. Laws or Rules Applicable to Minor Students in Work Experience.

All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Amendment of section heading, section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).

§ 55250.3. "Work Experience Education."

Work-experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
 2. Editorial correction of History 1 (Register 95, No. 20).
 3. Amendment of section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 5).
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§ 55250.4. Funds for Work Experience Programs for Students with Developmental Disabilities.

The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.

The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Amendment of section heading, section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).

§ 55250.5. Work-Experience Education Involving Apprenticable Occupations.

Work-experience education involving apprenticeship occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).

§ 55250.6. Work Experience Outside of District.

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Amendment of section heading, section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).

§ 55250.7. Wages and Workers' Compensation.

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

Note: Authority Cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
 2. Editorial correction of History 1 (Register 95, No. 20).
 3. Amendment of section heading, section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).
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§ 55251. Requirements of Plan.

(a) The district plan shall contain the following provisions:

(1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor.

(2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.

(3) A specific description for each type of Cooperative Work Experience Education program.

(4) A description of how the district will:

(A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.

(B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255

(C) Assure that students' on-the-job learning experiences are documented with written measurable learning objectives.

(D) With the assistance of employers, evaluate students on-the-job learning experiences.

(E) Describe basis for awarding grade and credit.

(F) Provide adequate clerical and instructional services.

(b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the Chancellor.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).

2. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).

3. Amendment of subsection (a)(4)(C) filed 9-29-78; designated effective 7-1-80.

4. Amendment of subsection (a) filed 1-16-81; effective thirtieth day thereafter (Register 81, No. 3).

5. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).

6. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

7. Editorial correction of History 6 (Register 95, No. 20).

§ 55252. Types of Cooperative Work Experience Education.

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

- (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.
- (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

- 1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
- 2. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
- 3. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
- 4. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
- 5. Editorial correction of History 4 (Register 95, No. 20).
- 6. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).

§ 55253. College Credit and Repetition.

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned in occupational work experience education during one enrollment period up to a total of 16 semester or 24 quarter credit hours.

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
2. Amendment filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
3. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
4. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
5. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
6. Editorial correction of History 5 (Register 95, No. 20).
7. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).
8. Amendment of section heading and section filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2008, No. 21).

§ 55254. Student Qualifications.

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
 - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
 - (3) Validate hours worked.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

1. Amendment filed 5-7-71; effective thirtieth day thereafter (Register 71, No. 19).
2. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
3. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
4. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
5. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
6. Editorial correction of History 5 (Register 95, No. 20).
7. Amendment of subsections (b)(1)-(2), repealer of subsections (b)(3)(A)-(B), and amendment of Note filed 1-12-98; operative 2-11-98. Submitted to OAL for printing only (Register 98, No. 3).
8. Amendment filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2008, No. 21).

§ 55255. District Services.

- (a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College
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Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

- (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
- (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
- (3) Consultation with students in person to discuss students' educational growth on the job.
- (b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.
- (c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
2. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
3. Amendment filed 4-30-83; effective thirtieth day thereafter (Register 83, No. 18).
4. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
5. Editorial correction of History 4 (Register 95, No. 20).
6. Amendment of subsection (b) and Note filed 1-12-98; operative 2-11-98.

Submitted to OAL for printing only (Register 98, No. 3).

7. Amendment of subsection (b) and new subsection (c) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2008, No. 21).

§ 55256. Records.

- (a) The district shall maintain records which shall include at least the following:
- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
 - (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
 - (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
 - (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- (1) Consultation(s) in person with the employer or designated representative.
 - (2) Personal consultation(s) with the student.
 - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
 - (4) The final grade.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
 2. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
 3. New subsection (a)(4) filed 9-29-78; designated effective 7-1-80 (Register 78, No. 39).
 4. Amendment of subsection (a) filed 1-16-81; effective thirtieth day thereafter (Register 81, No. 3).
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5. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
6. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
7. Editorial correction of History 6 (Register 95, No. 20).
8. Amendment of section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).

§ 55256.5. Work Experience Credit.

- (a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
- (b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.
- (c) The following formula will be used to determine the number of units to be awarded:
 - (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
 - (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
2. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
4. Editorial correction of History 3 (Register 95, No. 20).

§ 55257. Job Learning Stations.

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

- 1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
 - 2. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
 - 3. New NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
 - 4. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
 - 5. Editorial correction of History 4 (Register 95, No. 20).
 - 6. Amendment of subsection (d) filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (Register 2007, No. 35).
-

Title 5 Regulations on Minimum Qualifications for Cooperative Work Experience Education Instructors/Coordinators

§ 53416. Minimum Qualifications for Work Experience Instructors or Coordinators.

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Section 55252, shall be the minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed.

Note: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: General Work Experience Education

Subject Area/Course Number: COOP-160

Approval Date: 2/05/09

New Course ☐ OR Existing Course ☒

Instructor(s)/Author(s): David Wahl

Subject Area/Course No.: COOP-160

Units: 1-4

Course Name/Title: General Work Experience Education

Discipline(s): Cooperative Work Experience Education

Pre-Requisite(s): Approved Application

Co-Requisite(s): None

Advisories: Eligibility for ENGL-090

Catalog Description: This course is for students whose work is not related to their major. General Work Experience Education provides students with opportunities to develop marketable skills in preparation for employment or advancement within their current job. To participate in cooperative work experience education, students must be employed and undertake new or expanded responsibilities. Students, with faculty and employer approval, will develop and successfully complete one learning objective for each unit of credit in which they enroll. Additionally, students must work 75 paid hours or 60 non-paid hours for each unit of credit earned. Students may earn a maximum of six units of general work experience during community college attendance which may be applied as electives toward graduation.

Schedule Description: ***Earn College Elective Credits While You Learn On-The-Job***!! General Work Experience Education is for students whose work is not related to their major. Students can develop marketable skills in preparation for employment or advancement within their current job and earn up to 6 units of transferable college credit. To participate in cooperative work experience education, students must be employed and, with faculty and employer approval, must complete one new learning objective and work 75 paid hours or 60 non-paid hours for each unit of credit.

Hours/Mode of Instruction: Lecture ____ Lab ____ Composition ____ Activity 60-450 Total Hours 60-450
(Total for course)

Credit ☒ Credit Degree Applicable (DA)
☐ Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean.)

Grading ☐ Pass/No Pass (P/NP)
☐ Letter (LR)
☒ Student Choice (SC)

Repeatability ☐ 0
☐ 1
☐ 2
☒ 3

Please apply for:

LMC General Education Requirement and/or Competency & Graduation Requirement(s):

(Please list the proposed area(s) this course meets, or indicate "none") _____

Transfer to: ☒ CSU ☐ UC ☐ IGETC LDTP Course is Baccalaureate Level: ☐ Yes ☐ No

Signatures:

Department Chair _____

Librarian _____

Dean/Sr. Dean _____

Curriculum Committee Chair _____

President/Designee _____

CCCCD Approval Date (Board or Chancellor's Office) _____

Date _____

Date _____

Date _____

Date _____

Date _____

Date _____

For Curriculum Committee Use only:

STAND ALONE COURSE: YES X NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester SU09

Dept. Code/Name: L7004-COOP

ESL Class: Yes / (No)

Class Code

Catalog year 2009 /2010

T.O.P.s Code: 4930.12

DSPS Class: Yes / (no)

SAM Code

Class Max: 40

Crossover course 1/ 2: _____

Coop Work Exp: (Yes) / No

Remediation Level ☐ B Basic Skills
☒ NBS Not Basic Skills

- ☐ A Liberal Arts & Sciences
- ☐ B Developmental Preparatory
- ☐ C Adult/Secondary Basic Education
- ☐ D Personal Development/Survival
- ☐ E For Substantially Handicapped
- ☐ F Parenting/Family Support
- ☐ G Community/Civic Development
- ☐ H General and Cultural
- ☒ I Career/Technical Education
- ☐ J Workforce Preparation Enhanced
- ☐ K Other non-credit enhanced
- ☐ Not eligible for enhanced

- ☐ A Apprenticeship
- ☐ B Advanced Occupational
- ☒ C Clearly Occupational
- ☐ D Possibly Occupational
- ☐ E* Non-Occupational
- ☐ F Transfer, Non-Occupational
- ☐ *Additional criteria needed
- ☐ 1 One level below transfer
- ☐ 2 Two levels below transfer
- ☐ 3 Three levels below transfer

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: General Work Experience Education

Subject Area/Course Number: COOP-160

Institutional Student Learning Outcomes (ISLOs):

Check the institutional Student Learning Outcomes (or category of outcomes) below that are reflected in your course:



Occupational Education SLOs (Recommended by Occupational Education Committee)

At the completion of the LMC occupational certificate or degree, a student will:

1. ☒ Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
2. ☒ Apply **critical thinking** to research, evaluate, analyze and synthesize information.
3. ☒ Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
4. ☒ Appropriately apply **industry materials and technology**.
5. ☒ Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.

(Individual certificates or degree programs in occupational education may adopt some or all of these SLOs. Please check all those that apply to this course.)

Program-Level Student Learning Outcomes (PSLOs):

At the completion of the program students should:

PSLO 1: Use knowledge gained in the classroom to learn or improve employment skills under actual working conditions.

PSLO 2: Explore a chosen career field or major and gain first-hand working knowledge and a better understanding of that field or major.

PSLO 3: Obtain a more creative, realistic and efficient approach to the job market.

PSLO 4: Develop and enhance students' employability through focus on 21st Century workplace competencies.

Course-Level Student Learning Outcomes (CSLOs):

Upon completion of course the student will be able to:

CSLO 1: Apply professionalism and work ethic skills including personal accountability, work habits, punctuality, working productively with others, and managing time and work load. (PSLO 1, 2, 4)

CSLO 2: Work in collaborative relationships with colleagues and customers and be able to work with diverse teams, negotiate, and manage conflicts. (PSLO 1, 2, 3, 4)

CSLO 3: Apply critical thinking and problem solving skills by using sound reasoning and analytical thinking as well as using knowledge, facts, and data to solve workplace problems. (PSLO 1, 2, 3, 4)

CSLO 4: Communicate thoughts and ideas clearly and effectively using public speaking skills and the ability to write clearly and effectively. (PSLO 1, 2, 3)

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: General Work Experience Education

Subject Area/Course Number: COOP-160

Assessments:

CSLO 1: To demonstrate the ability to **apply professionalism and work ethic** students will submit to instructor, in a timely manner, tentative and final objectives, time cards, field reports, resume, Student Self-Evaluation of Workplace Competencies, Employer Evaluation of Workplace Competencies, Employer's Final Rating, and Career Questionnaire.

CSLO 2: To demonstrate the ability to **work in collaborative relationships with colleagues and customers** student will be assessed by employer based on actual workplace performance using the Employer Evaluation of Workplace Competencies Form. (attached)

CSLO 3: To demonstrate the ability to **apply critical thinking and problem solving skills** students will develop one objective representing new learning that will be of value to the student and the place of employment for each unit of cooperative work experience credit attempted. Each objective must include:

- What it will be accomplished and by when.
- How (by what steps or methods) it will be achieved.
- How the objective will be evaluated and by whom.

Objectives must be designed so that they are specific, measurable and be attainable in one semester's time. The method(s) for achieving the objective should be clear, concrete, and available at the worksite. The objective should be designed so that the worksite supervisor will be able to directly (and objectively) assess the results

CSLO 4: To demonstrate the ability to **communicate thoughts and ideas clearly and effectively** student will complete a 500-word essay (field report) for each objective that describes each chosen objective and how each was achieved. He/she will begin by stating the objective, then discuss why they selected it, what need it filled or value it had for them and their employer. After providing this background information they will explain how they planned to complete it, how the objective was accomplished, what aspects of the plan worked, and what changes were required to meet each objective. Sample field reports are made available to the student.

Method of Evaluation/Grading:

A-level student work is characterized by substantial and thoughtful preparation of workplace objectives utilizing Specific, Measurable, Action-oriented, Relevant, and Time-based (SMART) methods that represent new learning or expanded responsibilities. Additionally A-level students meet as scheduled with instructor, provide time cards as scheduled, receive a significant number of 4s from employer on final evaluation and workplace competency evaluation as well as submitting a well organized field report that includes all required components that is focused and logical with comprehensive breadth and depth.

C-level student work is characterized by minimal but adequate preparation of workplace objectives utilizing some but not all of the Specific, Measurable, Action-oriented, Relevant, and Time-based (SMART) methods that marginally represent new learning or expanded responsibilities. Additionally C-level students may not attend all meetings as scheduled with instructor, provide some time cards as scheduled, receive a significant number of 3s & 2s from employer on final evaluation and workplace competency evaluation and submits a field report that includes some of the required components with average focus and less than comprehensive breadth and depth.

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: General Work Experience Education

Subject Area/Course Number: COOP-160

Timetable and Grading Guidelines:

Week	Activity or Requirement	Points
1 st – 3 rd	Student discusses program with employer and arrives at tentative “objectives”. Fills out objective worksheet.	5
1 st – 3 rd	Student sets up meeting with Co-op Instructor to review/modify/finalize objectives and discusses course requirements. Student types finalized objectives.	5
2 nd – 5 th	Co-op Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to Co-op Office.	5
7 th	Student mails/delivers time card. (For weeks 1-6)	5
8 th – 10 th	Student meets with Co-op Instructor to submit Student Self-Evaluation of Workplace Competencies, discuss progress and remainder of course requirements, etc.	5
13 th	Student mails/delivers 2 nd time card. (For weeks 7 – 12)	5
16 th	Student completes Field Report and mails/delivers it to Co-op Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with Co-op Instructor.	50
16 th – 17 th	Co-op Instructor visits job site and picks up Employers Final Rating Form and Employer Evaluation of Workplace Competencies; discusses Student’s status; assigns points based on employers rating: 100 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	90
16 th – 17 th	Student meets with Co-op Instructor to review entire semester and completes the following: a. Delivers 3 rd time card for weeks 13 – 17 (5 points) b. Student submits updated, one page résumé (10 points) c. Student submits completed career questionnaire and summary (10 points) d. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears Co-op Instructor feedback on both the Field Report and overall student participation during the school term. (5 points)	30
Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)		
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = ≥ 119	200 Total points possible

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: General Work Experience Education

Subject Area/Course Number: COOP-160

Course Content:

1. Mandatory orientation focusing on academics of Cooperative Work Experience Education
2. Development of one measurable objective representing new learning for each unit attempted.
3. Face-to-face meetings/communications/job site visits with instructor and employer.
4. Relationships between higher education and the work place.
5. Examination of work place competencies valued by employers.
6. Regular reports regarding hours worked.
7. Written field report for each objective.
8. Submission of updated resume reflecting work experience achievements.
9. Career Quotient questionnaire examining student's employability.

Instructional Methods:

- ☐ Lecture
- ☐ Lab
- ☒ Activity
- ☒ Problem-based Learning/Case Studies
- ☒ Collaborative Learning/Peer Review
- ☒ Demonstration/Modeling
- ☐ Role-Playing
- ☒ Discussion
- ☐ Computer Assisted Instruction
- ☐ Other (explain) _____

Textbooks:

Cooperative Education at Los Medanos College Student Handbook (Available online)

Cooperative Work Experience Education & Internships

Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone (925) 439-2181

Student Name: _____

Student I. D. # _____

Company/Organization: _____

Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Ethic/Socials Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

LOS MEDANOS COLLEGE



COOP-160 – General Work Experience Education

Cooperative Work Experience Education (CWEE)

Cooperative Work Experience at

LOS MEDANOS COLLEGE

Why CWEE?

- Earn college credits for what you learn and accomplish on the job.
 -
 - Use your job to supplement classroom learning.
 -
- Receive recognition for what you learn on the job.
 -
 - Improve your communication with your supervisor.
 -
- Clarify on-the-job goals or objectives.

Enroll **now** in the LMC
Cooperative Work Experience Program

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What is the Cooperative Work Experience Education?

The Cooperative Work Experience Education (CWEE) Program at Los Medanos College grants transferable college credit for what students learn and accomplish on the job. There are three types of participants; those who enroll in COOP-160, General Work Experience where their employment **does not** relate to their major, COOP-170, Occupational Work Experience where the student's employment **does** relate to their major and COOP-170A, Occupational Work Experience *Internship* which is a short term (one or two semesters) often unpaid, for students who have finished some portion of course work in their major.

What qualifies as college-credit eligible learning?

Only worksite learning that is new, substantive and measurable can earn college credit. Your worksite objectives must be attainable by the close of the semester, and involve methods that are clear and concrete.

How much college credit can I earn?

Students may earn up to four units per semester, to a maximum of sixteen units. Each course may be repeated three times. The number of units earned is partly determined by the number of hours a student works on the job during the semester. One unit of credit will be earned for 75 hours worked on a paid job.

Units Earned For Paid Hours Worked	
1 unit = 75 hours total	3 units = 225 hours total
2 units = 150 hours total	4 units = 300 hours total

Note: Volunteer (unpaid) employees earn one unit of credit for every 60 hours of work, as follows: 1 unit - 60 hours total; 2 units - 120 hours; 3 units - 180; 4 units - 240 hours

Why enroll in the Cooperative Work Experience Program?

The college credits students earn for their job through CWEE participation gives recognition to the learning that occurs in the workplace. CWEE also serves to enhance the communication between the student and worksite supervisor, helping to clarify on-the-job goals or objectives. Academic credit earned through CWEE can be used to satisfy elective unit's requirements towards a certificate, AA Degree or CSU System transfer. (See your counselor for further information).

How do I begin?

Students desiring participation in the Cooperative Education Program should 1) complete an online application, 2) schedule a CWEE orientation and 3) use WebAdvisor to enroll in the appropriate number of units. Enrollment is available until the end of the 2nd week of the semester.

Will I receive a grade?

CWEE students are given End-Of-Term Evaluations which serve as the basis for their grade. All Cooperative Work Experience students receive a letter grade.

What if I lose or resign my position?

Participants who stop working prior to the close of the semester of participation should immediately contact both the LMC Employment Center and their CWEE instructor.

For further information contact Tara Dale Sanders, CWEE Program Coordinator at Tsanders@losmedanos.edu, or 925-473-7417

Welcome to Cooperative Work Experience Education

To: Employer/Supervisor
From: Cooperative Work Experience Education Department
Re: Employer/Supervisor Agreement

The student delivering this letter to you has demonstrated an interest in improving job skills by enrolling in the Cooperative Work Experience Education program at Los Medanos College. The purpose of our program is to encourage the student to seek new or expanded learning opportunities on-the-job that will make him/her a more efficient valuable employee. Through Work Experience, the student has the opportunity to utilize many of the skills he/she has learned in the classroom. The program gives you, the employer, the opportunity to make a contribution to the student's college education in a way that will directly benefit you and your industry.

In order for this contribution to be documented for college credit, workplace-learning objectives must be written at the beginning of the term. Workplace learning objectives are project-based learning opportunities that take place on-the-job during the normal work schedule. The project objectives should involve new or expanded responsibilities for the student. Project objectives must be briefly documented on a form entitled "Cooperative Work Experience Education Objectives/Agreement" which the student will provide. We are asking you to participate with your student employee/volunteer in selecting meaningful objectives. This is an opportunity to encourage the student to develop new skills that may be valuable to your organization now and in the future.

Your partnership in this program is critical. It contributes up to **45%** of the student's grade. Your time is as valuable as your involvement, and we have streamlined your participation to minimize your paperwork. The following milestones summarize your important inputs to this program:

- At the beginning of the term collaborate with the student to develop work objectives/projects, sign and date the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- During the term meet with the instructor, at your facility, to briefly discuss the student's progress. The meeting will take 15 – 30 minutes. Also, sign time sheets provided by the student
- By the end of the term or upon completion of projects, rate the project accomplishments, date and sign the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- Also at the end of the term provide your assessment of the student's 21st Century Workplace Skills by completing the "Employer Evaluation of Student Workplace Competencies".

Please call us at 925.473 7417 or email us at Tsanders@losmedanos.edu if you have any questions about the program. Your suggestions are welcomed. For more information visit our website at www.losmedanos.edu/cwee.

Employer/Supervisor Signature _____

Date _____

TIMETABLE & GRADING GUIDELINES

Week	Activity or Requirement	Maximum Points
1 st – 3 rd	Student discusses program with employer and arrives at tentative “objectives”. Fills out objective worksheet.	(5) _____
1 st – 3 rd	Student sets up meeting with CWEE Instructor to review/modify/finalize objectives and discusses course requirements. Student submits finalized objectives and 1 st Student Evaluation of Personal Workplace Competencies	(15) _____
2 nd – 5 th	CWEE Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to CWEE Office.	(5) _____
8 th – 10 th	Student meets with CWEE Instructor to discuss progress and remainder of course requirements, etc.	(5) _____
16 th	Student completes Field Report and mails/delivers it to CWEE Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with CWEE Instructor.	(50) _____
16 th – 17 th	CWEE Instructor visits job site and picks up Employer’s Final Rating Form; discusses Student’s status; assigns points based on employer’s rating: 90 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	(90) _____
16 th – 17 th	Student meets with CWEE Instructor to review entire semester and completes the following: 1. Student submits updated, one page résumé (10 points) 2. Student submits 2 nd Student Evaluation of Personal Workplace Competencies And Employer’s Evaluation of Workplace Competencies (10 points) 3. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears CWEE Instructor feedback on both the Field Report and overall student participation during the school term. (10 points)	(30) _____
	Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)	(-) _____
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = > 119	(200) _____
	Total points possible	

Reminder: COOP-160, 170 and 170A students receive either letter grade or Credit/No Credit. 140 points minimum is required for Credit Grade.

Creating Learning Objectives

The student must identify new and expanded learning objectives each semester, which must be measurable and within his/her range of accomplishment. The objectives must be developed and written by the student, as well as reviewed and approved by the employment supervisor and the instructor at the beginning of each semester. These objectives must reflect new and expanded responsibilities for the student. The employment supervisor and the student will discuss progress made in attaining the student's objectives.

Steps for Writing SMART Learning Objectives

◆Specific	◆Measurable	◆Action-Oriented	◆Relevant	◆Time-Based
• Specific:	Describe a precise or specific outcome.			
• Measurable:	Describe the system you'll put in place to measure your progress toward the achievement of your objective; include a number, percentage, or frequency when possible.			
• Action-Oriented:	Describe the specific actions you will take to accomplish the objective.			
• Relevant:	Can you make an impact on the situation? Is it important to your education? To your supervisor?			
• Time-Based:	Clearly define your completion date.			

In writing your objectives you will need to include the following five elements:

- a) **What** you will to accomplish
- b) **When** you will complete the objective
- c) **How** you will do it (what steps you will take)
- d) **How** will progress be evaluated
- e) **Who** will evaluate progress

There are many kinds of objectives. Several categories are listed here, but you and your employer should not limit your thinking to these. Make yours *fit your job*.

- 1) Problem-solving on the job
- 2) New or different tasks or job responsibilities
- 3) Interpersonal relations at work
- 4) Improving effectiveness in doing tasks
- 5) Gaining new knowledge to improve job performance
- 6) Trying new ways to do things more effectively

Some examples of objectives

Increase sales and event awareness in the Children's Department by keeping all displays current and stocked. Evaluated by supervisor and measured by increased book sales over last quarter. Completion date: September 30.

Inventory the supplements by organizing supplements by type and expiration date and preparing the order for my supervisor. Evaluated by before and after photos and supervisor's evaluation. Completion date: October 31, 2008.

Edit and produce a lifestyles magazine and to improve my writing skills so that I may be able to write for such a publication by sitting in on weekly editorial meetings, as well as writing short pieces for the magazine. This will be evaluated by my supervisor to determine if my writing and research is considered acceptable for publication and be completed by Nov. 21.

Some Helpful Tips When Writing An Objective

a) What you will attempt to accomplish? By when?

Your stated objective must be specific and measurable. It also must be attainable in one semester's time.

Tip: It's best to start with an action verb when stating what you will attempt to accomplish. Popular work experience action verbs include:

Activate	Compare	Design	Increase	Prepare	Summarize
Analyze	Compile	Develop	Inspect	Rearrange	Survey
Apply	Compute	Direct	Instruct	Record	Transfer
Assemble	Convert	Devise	List	Reorganize	Update
Build	Coordinate	Establish	Maintain	Repair	Write
Calculate	Create	Expand	Modify	Report	
Categorize	Decrease	Identify	Monitor	Research	
Check	Deliver	Illustrate	Process	Revise	
Collect	Demonstrate	Implement	Produce	Simplify	

Example: Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of semester.

b) How (by what steps or methods) will you achieve it?

Tip: Your method(s) for achieving your objective should be clear, concrete, and available to you at the worksite. A combination of methods may be used. Typical methods for achieving CWEE objectives include:

- On-the-job training
- Daily practice
- Instruction from supervisor
- Observing co-workers
- Attending company seminar
- Studying product literature
- Reading manuals
- Training from co-workers
- Reviewing policies and procedures
- Rehearsing
- Planning/organizing
- Training from supervisor
- Assistance from specialist
- Demonstration and critique
- Daily consultations
- Advance preparations
- Gathering pertinent data
- Conduct review and analysis
- Doing surveys
- Developing new techniques

Example: Will accomplish this by studying software manual on electronic filing, and also with assistance from department's computer specialist.

c) How will this be evaluated? By whom?

Tip: Your objective should be designed so that your worksite supervisor will be able to directly (and objectively) assess the results. Typical criteria for evaluating progress include:

- Before & after comparisons
- Direct observation
- Demonstration & critique
- Formal employee evaluation
- Tabulation of receipts
- Progress reports
- Personal verification
- Testing
- Program review
- Cross-checking
- Review of reports
- Formal feedback session

Example: My office manager will cross-check paper files against electronic files to evaluate and verify results.

SAMPLE CWEE Objectives/Agreement**Student's Name:** Jane Doe**Student ID Number:** 1234567**LMC Instructor:** Mr. Bill Jones**Date:** 12-11-09**Employer:** American Fashion Stores

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?

Increase typing speed from 35 wpm to 50 wpm with less than 5 errors. To be accomplished by close of semester.

b) How (what steps or methods) will you achieve it?

Through daily on-the-job practice and regular timed typing tests.

c) How will this be evaluated? by whom?

Results will be evaluated by worksite supervisor who will verify speed through typing tests.

Obj# 2 a) What you will attempt to accomplish?..... by when?Train new employee until he can work independently. To be accomplished by 9th week of semester.**b) How (what steps or methods) will you achieve it?**

Will train through demonstration and critique; will co-review training manual with employee

c) How will this be evaluated? by whom?New employee's ability to function to be evaluated by floor manager through direct observation at 9th week.**Obj# 3 a) What you will attempt to accomplish?..... by when?**

By close of semester, will increase sales of sweaters by 20% above current rate of sales.

b) How (what steps or methods) will you achieve it?

Will achieve this by attending company sales seminar, and seeking assistance of store merchandizing specialist.

c) How will this be evaluated? by whom?

Department manager will tabulate sales receipts at close of semester and calculate % of increase.

Obj# 4 a) What you will attempt to accomplish?..... by when?

Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of the semester.

b) How (what steps or methods) will you achieve it?

Will accomplish this by studying software manual on electronic filing; and also with assistance from department's IT specialists.

c) How will this be evaluated? by whom?

My office manager will cross-check paper files against new electronic files and verify results.

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

Student's Signature _____

Employer Supervisor's Signature _____

LMC Instructor's Signature _____

CWEE Coordinator _____

Evaluation Of Objectives

(Employment Supervisor's Use Only)

Obj #1	Obj #2	Obj #3	Obj #4
--------	--------	--------	--------

Rating Scale (To Be Done at End of Semester)**A**= Far Exceeds Average Accomplishments **C**= Average Accomplishments**B**= Better than Average Accomplishment **D**= Limited Accomplishments

Average Hrs.

Total Weeks Worked

Worked Weekly _____

During the Semester _____

Employment Supervisor's Signature

Dist: 1)Employment Center 2) Employer 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of Employer contacts _____

Number of Student contacts _____

Instructor's Signature

Date

CCCD does not discriminate on basis of race, national origin, sex or handicap, in employment or educational processes, and expects affiliated employers to also adhere to such policy.

CWEE Objectives/Agreement**Student's Name:****Student ID Number:****LMC Instructor:****Date:****Employer:**

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 2 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 3 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 4 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

Student's Signature _____

Employer Supervisor's Signature _____

LMC Instructor's Signature _____

CWEE Coordinator _____

Evaluation Of Objectives**(Employment Supervisor's Use Only)**

Obj #1	Obj #2	Obj #3	Obj #4

Rating Scale (To Be Done at End of Semester)**A= Far Exceeds Average Accomplishments C= Average Accomplishments****B= Better than Average Accomplishment D= Limited Accomplishments**

Average Hrs.

Total Weeks Worked

Worked Weekly _____

During the Semester _____

1)CWEE Cordiantor 2) Employer 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of Employer contacts _____

Number of Student contacts _____

Instructor's Signature _____

Date _____

Cooperative Work Experience Education & Internships

1st Student Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethics/Social Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Cooperative Work Experience Education & Internships

2nd Student Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethics/Social Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Cooperative Work Experience Education & Internships

Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethic/Socials Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Student's Field Report

Participation in Cooperative Work Experience also requires writing a report. **This written report or essay is to be submitted during the 16th week of the semester or when your instructor requires it.** Be sure to check with your instructor **before** it is due.

The **theme** of your paper should deal with your objectives and how they were achieved. Begin by stating the objective. Then discuss why you selected it, what need it filled or value it had for you and the employer. After providing this background information, then explain how the objective was accomplished. Explain how you planned to complete it, what aspects of the plan worked, and what changes were required to meet your goal. You must do the above for each and every objective. (Please see sample on next page)

Format & length: Your paper must be typewritten, clearly presented, and suitable for college-level work.

Four objectives = 4 page report
Three objectives = 3 page report
Two objectives = 2 page report
One objective = 1 page report

If the content or format is not acceptable, your instructor will return it and withhold a final passing grade until it is corrected.

Suggestion: Make additional copies
Keep one; give one to your employer.

Cooperative Education

Student's Field Report

Student: Jane Doe
Course: Business 99-001
CWEE Instructor: Bill Jones
Session: Spring, 2009
Units: 2
Employer: Allied Claims Corporation
Supervisor: Mary Smith, Director, Budget Services Department

Objective #1:

Expand my abilities on microcomputer by learning how to do graphics. This will be accomplished by the end of the semester.

Background / Need / Value:

During the budget development process, a booklet is prepared by our office which includes graphs. The material for this booklet is typed and otherwise put together for printing by me, with the exception of the graphs which are completed by the Accountant in our office.

Completing this objective has provided me with additional knowledge and experience using the PlanPerfect spreadsheet program, and will enable me to make recommendations for further use of graphs to the Director, as I see a use for these. Also, by having two employees within the Department

able to create graphs, this objective supports one of the goals of the department which is “to continue to involve staff on cross-training, so that each section can run effectively with absences, and so that all individuals have the benefit of being exposed to other aspects of their section and can therefore grow professionally”.

How Accomplished:

I began by reading the manual provided for PlanPerfect. I followed the instructions as outlined, but was having difficulty creating a finished graph, and asked the Accountant for some help. I took notes as we went through the manual together, and we developed some step by step instructions through a kind of trial and error method. Just as I was “getting the hang of it”, I called our Word Processing Supervisor to ask a question, and she told me to stop learning the program on 3.0 PlanPerfect because we now had 5.0 available and it was easier and better. She sent someone from our Data Processing department to update the PlanPerfect program, and I started over again. Using a manual provided by the Word Processing Supervisor, I began reading and following the lessons outlined regarding graphs. This was a much easier manual to follow, and after a few days and hours of work, I was able to create sample graphs from the lessons within the manual and also sample bar and pie graphs using data from fiscal reports.

Objective #2:

To train Accounts Payable employee to use microcomputer and PlanPerfect software program to complete Revolving Cash Report independently. To be accomplished by the end of the semester.

Background / Need / Value:

One of the functions within the Accounts Payable section of the Budget Services Department is to maintain the Revolving Cash Account. The employee handling this account was keeping a manual record of transactions and because the report was lengthy, time consuming and required a lot of hand calculations, the Director felt it could be best handled by using a word processor. She discussed the possibility with me, and the timing was right for me to suggest that this be made one of my objectives.

With this new skill, the employee will be able to work independently on the Revolving Cash Report, so the report will be completed more efficiently. The appearance of the report will be better, and the figures will be automatically calculated with a higher degree of accuracy.

In addition, this training supports two of the goals of the department (to provide clear, accurate and up-to-date financial information, and to implement the use of personal computers where practical). It also provided the employee with additional training and experience, which will benefit her personally, and as I am interested in moving into the area of supervision one day, this practice in training will be beneficial to me.

How Accomplished:

I began by developing an outline showing the areas to be covered in each training session. I then met with the Accounting Supervisor to schedule dates and times when the employee and I could meet for training.

I used hands on instruction and continued with this style of training for two or three sessions. Further into the training, I tried something different. I sat at the computer and asked the employee to “walk me through” getting into the computer, creating a worksheet, etc; to assume she was the “trainer” and I the “trainee”, with no knowledge of computers or even a keyboard.

This worked very well, and both the employee and I benefited from this process which allowed her to explain what she knew and me to determine what further instruction was needed.

Student's Résumé

Participation in Cooperative Work Experience requires submitting an updated résumé. Like the field report, the résumé is due the 16th week of the semester.

The résumé must reflect your Work Experience achievements. Résumé preparation assistance is available at the **Career Center, Room 524**. To make an appointment please call (925) 439-2181, ext. 3252.

Hot Tips on Resume Writing

1. What IS a resume anyway?

Remember: a Resume is a self-promotional document that presents you in the best possible light, for the purpose of getting invited to a job interview.

It's *not* an official personnel document. It's not a job application. It's not a "career obituary"! And it's not a confessional.

2. What should the resume content be about?

It's not just about past jobs! It's about YOU, and how you performed and what you accomplished in those past jobs--especially those accomplishments that are most relevant to the work you want to do next. A good resume predicts how you might perform in that desired future job.

3. What's the fastest way to improve a resume?

Remove everything that starts with "responsibilities included" and replace it with on-the-job accomplishments. (See Tip 11 for one way to write them.)

4. What is the most common resume mistake made by job hunters?

Leaving out their Job Objective! If you don't show a sense of direction, employers won't be interested. Having a clearly stated goal doesn't have to confine you if it's stated well.

5. What's the first step in writing a resume?

Decide on a job target (or "job objective") that can be stated in about 5 or 6 words. Anything beyond that is probably "fluff" and indicates a lack of clarity and direction.

6. How do you decide whether to use a Chronological resume or a Functional one? The Chronological format is widely preferred by employers, and works well if you're staying in the same field (especially if you've been upwardly-mobile). Only use a Functional format if you're changing fields, and you're sure a skills-oriented format would show off your transferable skills to better advantage; and **be sure** to include a clear chronological work history!

7. What if you don't have any experience in the kind of work you want to do?

Get some! Find a place that will let you do some volunteer work right away. You only need a brief, concentrated period of volunteer training (for example, 1 day a week for a month) to have at least SOME experience to put on your resume.

Also, look at some of the volunteer work you've done in the past and see if any of THAT helps document some skills you'll need for your new job.

8. What do you do if you have gaps in your work experience?

You could start by looking at it differently.

General Rule: Tell what you WERE doing, as gracefully as possible--rather than leave a gap.

If you were doing anything valuable (even if unpaid) during those so-called "gaps" you could just insert THAT into the work-history section of your resume to fill the hole. Here are some examples:

- 1993-95 Full-time parent -- or

- 1992-94 Maternity leave and family management -- or
- Travel and study -- or Full-time student -- or
- Parenting plus community service

9. What if you have several different job objectives you're working on at the same time? Or you haven't narrowed it down yet to just one job target?

Then write a different resume for each different job target. A targeted resume is MUCH, much stronger than a generic resume.

10. What if you have a fragmented, scrambled-up work history, with lots of short-term jobs?

To minimize the job-hopper image, combine several similar jobs into one "chunk," for example:

- 1993-1995 **Secretary/Receptionist**; Jones Bakery, Micro Corp., Carter Jewelers -- or
- 1993-95 **Waiter/Busboy**; McDougal's Restaurant, Burger King, Traders Coffee Shop.

Also you can just drop some of the less important, briefest jobs.

But don't drop a job, even when it lasted a short time, if that was where you acquired important skills or experience.

11. What's the best way to impress an employer?

Fill your resume with "PAR" statements. PAR stands for Problem-Action-Results; in other words, first you state the problem that existed in your workplace, then you describe what you did about it, and finally you point out the beneficial results.

Here's an example: "Transformed a disorganized, inefficient warehouse into a smooth-running operation by totally redesigning the layout; this saved the company thousands of dollars in recovered stock."

Another example: "Improved an engineering company's obsolete filing system by developing a simple but sophisticated functional-coding system. This saved time and money by recovering valuable, previously lost, project records."

12. What if your job title doesn't reflect your actual level of responsibility?

When you list it on the resume, either replace it with a more appropriate job title (say "Office Manager" instead of "Administrative Assistant" if that's more realistic) OR use their job title AND your fairer one together, i.e. "Administrative Assistant (Office Manager)"

13. How can you avoid age discrimination?

If you're over 40 or 50 or 60, remember that you don't have to present your entire work history! You can simply label THAT part of your resume **"Recent Work History"** or **"Relevant Work History"** and then describe only the last 10 or 15 years of your experience. Below your 10-15 year work history, you could add a paragraph headed "Prior relevant experience" and simply refer to any additional important (but ancient) jobs without mentioning dates.

14. What if you never had any "real" paid jobs -- just self-employment or odd jobs? Give yourself credit, and create an accurate, fair job-title for yourself. For example:

- A&S Hauling & Cleaning (Self-employed) -- or
- Household Repairman, Self-employed -- or
- Child-Care, Self-employed

Be sure to add "Customer references available on request" and then be prepared to provide some very good references of people you worked for.

15. How far back should you go in your Work History?

Far enough; and not too far! About 10 or 15 years is usually enough - unless your "juiciest" work experience is from farther back.

16. How can a student list summer jobs?

Students can make their resume look neater by listing seasonal jobs very simply, such as "Spring 1996" or "Summer 1996" rather than 6/96 to 9/96. (The word "Spring" can be in very tiny letters, say 8-point in size.)

17. What if you don't quite have your degree or credentials yet?

You can say something like:

- Eligible for U.S. credentials -- **or**
- Graduate studies in Instructional Design, in progress -- **or**
- Master's Degree anticipated December 1997

18. What if you worked for only one employer for 20 or 30 years?

Then list separately each different position you held there, so your job progression within the company is more obvious.

19. What about listing hobbies and interests?

Don't include hobbies on a resume unless the activity is somehow relevant to your job objective, or clearly reveals a characteristic that supports your job objective. For example, a hobby of Sky Diving (adventure, courage) might seem relevant to some job objectives (Security Guard?) but not to others.

20. What about revealing race or religion?

Don't include ethnic or religious affiliations (inviting pre-interview discrimination) UNLESS you can see that including them will support your job objective. Get an opinion from a respected friend or colleague about when to reveal, and when to conceal, your affiliations.

21. What if your name is Robin Williams?

Don't mystify the reader about your gender; they'll go nuts until they know whether you're male or female. So if your name is Lee or Robin or Pat or anything else not clearly male or female, use a Mr. or Ms. prefix.

22. What if you got your degree from a different country?

You can say "Degree equivalent to U.S. Bachelor's Degree in Economics-Teheran, Iran."

23. What about fancy-schmancy paper?

Employers tell me they HATE parchment paper and pretentious brochure-folded resume "presentations." They think they're phony, and toss them right out. Use plain white or ivory, in a quality appropriate for your job objective. Never use colored paper unless there's a very good reason for it (like, you're an artist) because if it gets photo-copied the results will be murky.

24. Should you fold your resume?

Don't fold a laser-printed resume right along a line of text. The "ink" could flake off along the fold.

FUNCTIONAL RESUME SAMPLE

(Notice that there are no dates in this format)

Mary Lamb

555 Fairytale Lane

Neverland, CA 55555

(555) 555-5555

mary_lamb@email.com

OBJECTIVE

Seeking a position as a sales representative

SUMMARY of QUALIFICATIONS

- 12 years successful experience in direct sales of a range of products and services
- Motivated and enthusiastic about developing good relationships with clients
- Effective working alone or on a team

RELEVANT SKILLS

Sales & New Account Development

- Increased a small publication's advertising revenue by 25% through promotion and research
- Made cold calls to approximately 100 individuals weekly resulting in 20 new subscribers per month
- Developed new distribution outlets for a special interest magazine

Customer Relations

- Coordinated product information and distribution for 75 field representatives
- Promoted giftware products at various trade shows throughout the United States

Advertising/Distribution

- Oversaw the production of advertising and placement in major trade publication
- Utilized skills in digital photography and graphic design to create 20 page giftware catalog

EMPLOYMENT HISTORY

Sales Coordinator

Jana Imports

Somewhere, CA

Distributor Coordinator

Edwards Publishing

Neverland, CA

Co-owner/Manager

Bob's Dairy

New City, CA

EDUCATION

Bachelor of Arts, Business Administration

California State University, East Bay

CHRONOLOGICAL R. FORMAT

Address

City, State ZIP

Phone

Email

Objective

Seeking full time/part time position in/as a _____

HIGHLIGHTS OF QUALIFICATIONS

- List at least four qualifications you have
- *Example* Number of years experience
- *Example* Computer Skills
- *Example* Languages

EMPLOYMENT HISTORY Most Recent Position First

20XX- Present	Company	City, State
---------------	---------	-------------

Job Title

- Four bullet points reviewing responsibilities/duties
- Place in order of most relevance
- Quantify and Qualify your experience
- Document Awards and Achievements

EDUCATION/TRAINING Most Recent Education First

20XX- Present Los Medanos College Pittsburg, CA

Certificate or Degree Earned (if any)

Courses for Professional Development

Courses towards Degree in _____

4/2009

Customer Service Training

Pittsburg, CA

Club Memberships/Professional Associations

2007- Present	Member of Alpha Gamma Sigma	Officer: Treasury
---------------	-----------------------------	-------------------

2007- Present National Association of Student Nurses

Los Medanos College
Cooperative Work Experience Education

Monthly Time Record

Student Name: _____ Month: _____

This time card must be filled out, signed by student and worksite supervisor, and turned in no later than the fifth day of the following month. (For example, your April time card would be due no later than May 5)

Indicate the number of hours worked each day in the space provided. Be sure to indicate the total hours worked during the month.

Date	Hours Worked
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Date	Hours Worked
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Date	Hours Worked
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	

Monthly Total: _____

I certify that the above record of time worked is true and correct.

Student's Signature Date

Supervisor's Signature Date

EVALUATE THE PROGRAM

Student ID# _____ Due: _____

Student Name _____

Directions: Submit this evaluation from to the Work Experience Office by the date above. **Do not turn in before meeting with your instructor for the 2nd time.**

PROGRAM COMPONENTS

Strongly
Agree

Strongly
Disagree

- | | | | | | | |
|-------|---|---|---|---|----|--|
| 5 | 4 | 3 | 2 | 1 | 1. | After completing orientation did you understand the program requirements? |
| 5 | 4 | 3 | 2 | 1 | 2. | Did the student assessment help you develop four realistic Learning Objectives? |
| 5 | 4 | 3 | 2 | 1 | 3. | As a result of writing the objectives, did you learn new skills on the job? |
| 5 | 4 | 3 | 2 | 1 | 4. | Was writing the student report helpful in identifying what you accomplished while enrolled in Work Experience? |
| 5 | 4 | 3 | 2 | 1 | 5. | Were you able to apply knowledge gained from the seminars on the job or in your personal life? |
| 5 | 4 | 3 | 2 | 1 | 6. | Did Work Experience contribute to your receiving increased responsibilities, higher salary or promotion? |
| 5 | 4 | 3 | 2 | 1 | 7. | As a result of Work Experience, did you have improved communication with your supervisor regarding your job performance? |
| 5 | 4 | 3 | 2 | 1 | 8. | Did you find your enrollment in the Work Experience Program valuable or beneficial? |
| <hr/> | | | | | | |
| | | | | | 9. | Which 21 st Century Work Skills did you improve? _____ |
| <hr/> | | | | | | |

YOUR INSTRUCTOR

Strongly
Agree

Strongly
Disagree

- | | | | | | | |
|---|---|---|---|---|-----|--|
| 5 | 4 | 3 | 2 | 1 | 12. | The instructor was available and responsive to you either by phone, in person, and/or e-mail. |
| 5 | 4 | 3 | 2 | 1 | 13. | The instructor was helpful in providing information related to your job, career, work experience program, and/or college services. |
| 5 | 4 | 3 | 2 | 1 | 14. | The instructor was helpful in the review/revision of your objectives. |
| 5 | 4 | 3 | 2 | 1 | 15. | The instructor's relations with you as a student were positive. |
| 5 | 4 | 3 | 2 | 1 | 16. | The instructor was generally prepared and on time for job site visitations with you and your supervisor. |
| 5 | 4 | 3 | 2 | 1 | 17. | The instructor explained clearly what is expected of students. |

18. My instructor contacted my supervisor _____times

• My instructor's name is _____

General comments about the instructor

I ENROLLED

True/Yes False/No

Y N

19.because it is required.

Y N

20.to earn credit towards a certificate or degree.

Y N

21.because it was recommended by my supervisor.

Y N

22.to qualify for financial aid.

Y N

23.to earn units to transfer to another college.

Y N

24.to improve myself as an employee

Y N

25. other _____

Y N

26. Do you plan on enrolling in Work Experience in future semesters?

27. If no, why not? _____

HOW I LEARNED OF THE PROGRAM

True/Yes False/No

Y N

29. On campus news publication

Y N

30. Off campus news publication

Y N

31. Postcard

Y N

32. Schedule of classes

Y N

33. Friends

Y N

34. Counselors

Y N

35. Instructors

Y N

36. In-class presentations

Y N

37. Posters around campus

Y N

38. College Website

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Internship Subject Area/Course Number: COOP-170A

Approval Date: 2/5/09

New Course ☐ OR Existing Course ☒

Instructor(s)/Author(s): David Wahl, Special Projects Manager

Subject Area/Course No.: COOP-170A

Units: 1-4

Course Name/Title: Occupational Work Experience Internship

Discipline(s): Cooperative Work Experience Education & Disciplines (attached)

Pre-Requisite(s): Approved Application and Employer Placement

Co-Requisite(s): None

Advisories: Eligibility for ENGL-090

Catalog Description: This course is for students who have declared a major, have taken classes in the major, and are ready for on-the-job experience in a paid or unpaid position. An internship involves working in a skilled or professional level assignment in the area of a student's vocational or academic major or field of interest. Students, with faculty and employer approval, will apply college-acquired knowledge, skills and abilities as well as acquire new learning to prepare for a career in their chosen field. Students must work 75 paid hours or 60 non-paid hours for each unit of credit earned. Students may earn a maximum of 16 units of occupational work experience internship during community college attendance which may be applied as electives toward graduation. 12 units are transferable to CSU.

Schedule Description: ***Earn College Elective Credits While You Learn On-The-Job***!! An Occupational Work Experience Internship is for students who have declared a major, have taken classes in the major, and are ready for on-the-job experience in a paid or unpaid position. An internship involves working in a skilled or professional level assignment in the area of a student's vocational or academic major or field of interest. Students may earn up to 8 units per semester for a maximum of 16 units during community college attendance which may be applied as electives toward graduation. 12 units are transferable to CSU.

Hours/Mode of Instruction: Lecture ____ Lab ____ Composition ____ Activity 60-600 Total Hours 60-600
(Total for course)

Credit ☒ Credit Degree Applicable (DA)
☐ Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean.)

Grading ☐ Pass/No Pass (P/NP)
☐ Letter (LR)
☒ Student Choice (SC)

Repeatability ☐ 0
☐ 1
☐ 2
☒ 3

Please apply for:

LMC General Education Requirement and/or Competency & Graduation Requirement(s):

(Please list the proposed area(s) this course meets, or indicate "none") _____

Transfer to: ☒ CSU ☐ UC ☐ IGETC LDTP Course is Baccalaureate Level: ☐ Yes ☐ No

Signatures:

Department Chair _____

Date _____

Librarian _____

Date _____

Dean/Sr. Dean _____

Date _____

Curriculum Committee Chair _____

Date _____

President/Designee _____

Date _____

CCCCD Approval Date (Board or Chancellor's Office) _____

Date _____

For Curriculum Committee Use only:

STAND ALONE COURSE: YES X NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester SU09

Catalog year 2009 /2010

Class Max: 40

Dept. Code/Name: L7004-COOP

T.O.P.s Code: 4930.12

Crossover course 1/ 2: _____

ESL Class: Yes / (No)

DSPS Class: Yes / (No)

Coop Work Exp: (Yes) / No

Class Code ☐ A Liberal Arts & Sciences
☐ B Developmental Preparatory
☐ C Adult/Secondary Basic Education
☐ D Personal Development/Survival
☐ E For Substantially Handicapped
☐ F Parenting/Family Support
☐ G Community/Civic Development
☐ H General and Cultural
☒ I Career/Technical Education
☐ J Workforce Preparation Enhanced
☐ K Other non-credit enhanced
☐ Not eligible for enhanced

SAM Code ☐ A Apprenticeship
☐ B Advanced Occupational
☒ C Clearly Occupational
☐ D Possibly Occupational
☐ E* Non-Occupational
☐ F Transfer, Non-Occupational
*Additional criteria needed
☐ 1 One level below transfer
☐ 2 Two levels below transfer
☐ 3 Three levels below transfer

Remediation Level ☐ B Basic Skills
☒ NBS Not Basic Skills

Course Outline of Record

Los Medanos College

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(925) 439-2181

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Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Institutional Student Learning Outcomes (ISLOs):

Check the institutional Student Learning Outcomes (or category of outcomes) below that are reflected in your course:

☒ **Occupational Education SLOs (Recommended by Occupational Education Committee)**

At the completion of the LMC occupational certificate or degree, a student will:

1. ☒ Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
2. ☒ Apply **critical thinking** to research, evaluate, analyze and synthesize information.
3. ☒ Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
4. ☒ Appropriately apply **industry materials and technology**.
5. ☒ Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.

(Individual certificates or degree programs in occupational education may adopt some or all of these SLOs. Please check all those that apply to this course.)

Program-Level Student Learning Outcomes (PSLOs):

At the completion of the program students should:

PSLO 1: Use knowledge gained in the classroom to learn or improve employment skills under actual working conditions.

PSLO 2: Explore a chosen career field or major and gain first-hand working knowledge and a better understanding of that field or major.

PSLO 3: Obtain a more creative, realistic and efficient approach to the job market.

PSLO 4: Develop and enhance students' employability through focus on 21st Century workplace competencies.

Course-Level Student Learning Outcomes (CSLOs):

Upon completion of course the student will be able to:

CSLO 1: Apply professionalism and work ethic skills including personal accountability, work habits, punctuality, working productively with others, and managing time and work load. (PSLO 1, 2, 4)

CSLO 2: Work in collaborative relationships with colleagues and customers and be able to work with diverse teams, negotiate, and manage conflicts. (PSLO 1, 2, 3, 4)

CSLO 3: Apply critical thinking and problem solving skills by using sound reasoning and analytical thinking as well as using knowledge, facts, and data to solve workplace problems. (PSLO 1, 2, 3, 4)

CSLO 4: Communicate thoughts and ideas clearly and effectively using public speaking skills and the ability to write clearly and effectively. (PSLO 1, 2, 3)

CSLO 5: Utilize, under direct supervision, knowledge, skills and abilities acquired during prior or concurrent college course work directly related to work place responsibilities by applying appropriate Course-Level Student Learning Outcomes from a college course to the internship. (PSLO 1, 2, 3, 4)

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CSLO 1: To demonstrate the ability to **apply professionalism and work ethic** students will submit to instructor, in a timely manner, objectives, time cards, field reports, resume, Student Self-Evaluation of Workplace Competencies, Employer Evaluation of Workplace Competencies, Employer Final Rating, and Career Questionnaire.

CSLO 2: To demonstrate the ability to **work in collaborative relationships with colleagues and customers** student will be assessed by employer based on actual workplace performance using the Employer Evaluation of Workplace Competencies Form. (attached)

CSLO 3: To demonstrate the ability to **apply critical thinking and problem solving skills** students will synthesize learning from prior or concurrent coursework in order to accomplish each objective. Objectives shall represent new learning and encompass workplace activities as assigned by the employer for each unit of cooperative work experience internship credit attempted. Each objective must include:

- What it will be accomplished and by when.
- How (by what steps or methods) it will be achieved.
- How the objective will be evaluated and by whom.

Objectives must be designed so that they are specific, measurable, linked to a CSLO of prior or concurrent coursework and be attainable in one semester's time. The method(s) for achieving the objective should be clear, concrete, and available at the worksite. The objective should be designed so that the worksite supervisor will be able to directly (and objectively) assess the results

CSLO 4: To demonstrate the ability to **communicate thoughts and ideas clearly and effectively** student will complete a 500-word essay (field report) for each objective that describes each chosen objective and how each was achieved. He/she will begin by stating the objective, its linkage to discipline-specific CSLO(s), then discuss why they selected it, what need it filled or value it had for them and their employer. After providing this background information they will explain how they planned to complete it, how the objective was accomplished, what aspects of the plan worked, and what changes were required to meet each objective. Sample field reports are made available to the student.

CSLO 5: To demonstrate the ability to **utilize knowledge skills and abilities** acquired during prior or concurrent college course work directly related to workplace responsibilities student will accomplish each agreed upon objective to the satisfaction of the student's immediate supervisor as evidenced by Average or better ratings on Employer's Evaluation of Objectives Report.

Method of Evaluation/Grading:

A-level student work is characterized by substantial and thoughtful preparation of workplace objectives utilizing Specific, Measurable, Action-oriented, Relevant, and Time-based (SMART) methods that represent new learning or expanded responsibilities and that are clearly connected to CSLOs from prior or current discipline-specific coursework. Additionally A-level students meet as scheduled with instructor, provide time cards as scheduled, receive a significant number of 4s from employer on final evaluation and workplace competency evaluation as well as submitting a well organized field report that includes all required components that is focused and logical with comprehensive breadth and depth.

C-level student work is characterized by minimal but adequate preparation of workplace objectives utilizing some but not all of the Specific, Measurable, Action-oriented, Relevant, and Time-based (SMART) methods that marginally represent new learning or expanded responsibilities and show little connection to prior or concurrent discipline-specific coursework. Additionally C-level students may not attend all meetings as scheduled with instructor, provide some time cards as scheduled, receive a significant number of 3s & 2s from employer on final evaluation and workplace competency evaluation and submits a field report that includes some of the required components with average focus and less than comprehensive breadth and depth.

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Course Title: Occupational Work Experience Internship Subject Area/Course Number: COOP-170A

Timetable and Grading Guidelines:

Week	Activity or Requirement	Points
1 st – 3 rd	Student discusses program with employer and receives workplace assignment(s) “objectives”. Fills out objective worksheet.	5
1 st – 3 rd	Student sets up meeting with Co-op Instructor to review/modify/finalize objectives and discusses course requirements. Student types finalized objectives.	5
2 nd – 5 th	Co-op Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to Co-op Office.	5
7 th	Student mails/delivers time card. (For weeks 1-6)	5
8 th – 10 th	Student meets with Co-op Instructor to submit Student Self-Evaluation of Workplace Competencies, discuss progress and remainder of course requirements, etc.	5
13 th	Student mails/delivers 2 nd time card. (For weeks 7 – 12)	5
16 th	Student completes Field Report and mails/delivers it to Co-op Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with Co-op Instructor.	50
16 th – 17 th	Co-op Instructor visits job site and picks up Employers Final Rating Form and Workplace Competencies Evaluation; discusses Student’s status; assigns points based on employers rating: 100 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	90
16 th – 17 th	Student meets with Co-op Instructor to review entire semester and completes the following: a. Delivers 3 rd time card for weeks 13 – 17 (5 points) b. Student submits updated, one page résumé (10 points) c. Student submits completed career questionnaire and summary (10 points) d. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears Co-op Instructor feedback on both the Field Report and overall student participation during the school term. (5 points)	30
Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)		
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = ≥ 119	200 Total points possible

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Course Title: Occupational Work Experience Internship **Subject Area/Course Number:** COOP-170A

Course Content:

1. Mandatory orientation focusing on academics of Occupational Work Experience Internship
2. Confirmation of one measurable objective representing new learning for each unit attempted.
3. Face-to-face meetings/communications/job site visits with instructor and employer.
4. Relationships between college-level discipline-specific CSLOs and the work place.
5. Examination of work place competencies valued by employers.
6. Regular reports regarding hours worked.
7. Written field report for each objective.
8. Submission of updated resume reflecting work experience achievements.
9. Career Quotient questionnaire examining student's employability.

Instructional Methods:

- ☐ Lecture
- ☐ Lab
- ☒ Activity
- ☒ Problem-based Learning/Case Studies
- ☒ Collaborative Learning/Peer Review
- ☒ Demonstration/Modeling
- ☐ Role-Playing
- ☒ Discussion
- ☐ Computer Assisted Instruction
- ☐ Other (explain) _____

Textbooks:

Cooperative Education at Los Medanos College Student Handbook (Available online)

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Occupational Work Experience Internships

Administration of Justice	2105.00
Air Conditioning	0946.00
Appliance	0935.10
Art/Graphics Communications	1002.00
Automotive	0948.00
Athletics	0835.50
Business	0514.00
Business/Management	0506.00
Child Development	1305.00
Cosmetology	3007.00
Computer Science	0701.00
Education	0801.00
Electrical/Electronic Tech	0934.00
EMS	1250.00
Engineering	0901.00
Fire Technology	2133.00
Food	1306.00
Human Services	2104.00
Journalism	0602.00
Library Services	1601.00
Nursing – Registered	1203.10
Nursing – Vocational	1203.20
PE - Activities	0835.00
Process Technology	0956.00
Real Estate	0511.00
Recording Arts	1004.00
Travel	0509.50
Welding	0956.50

Cooperative Work Experience Education & Internships

Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone (925) 439-2181

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Ethic/Socials Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

LOS MEDANOS COLLEGE



COOP-170A – Occupational Work Experience Internship

Cooperative Work Experience Education (CWEE)

Cooperative Work Experience at

LOS MEDANOS COLLEGE

Why CWEE?

- Earn college credits for what you learn and accomplish on the job.
 -
 - Use your job to supplement classroom learning.
 -
- Receive recognition for what you learn on the job.
 -
 - Improve your communication with your supervisor.
 -
- Clarify on-the-job goals or objectives.

Enroll **now** in the LMC
Cooperative Work Experience Program

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What is the Cooperative Work Experience Education?

The Cooperative Work Experience Education (CWEE) Program at Los Medanos College grants transferable college credit for what students learn and accomplish on the job. There are three types of participants; those who enroll in COOP-160, General Work Experience where their employment **does not** relate to their major, COOP-170, Occupational Work Experience where the student's employment **does** relate to their major and COOP-170A, Occupational Work Experience *Internship* which is a short term (one or two semesters) often unpaid, for students who have finished some portion of course work in their major.

What qualifies as college-credit eligible learning?

Only worksite learning that is new, substantive and measurable can earn college credit. Your worksite objectives must be attainable by the close of the semester, and involve methods that are clear and concrete.

How much college credit can I earn?

Students may earn up to four units per semester, to a maximum of sixteen units. Each course may be repeated three times. The number of units earned is partly determined by the number of hours a student works on the job during the semester. One unit of credit will be earned for 75 hours worked on a paid job.

Units Earned For Paid Hours Worked	
1 unit = 75 hours total	3 units = 225 hours total
2 units = 150 hours total	4 units = 300 hours total

Note: Volunteer (unpaid) employees earn one unit of credit for every 60 hours of work, as follows: 1 unit - 60 hours total; 2 units - 120 hours; 3 units - 180; 4 units - 240 hours

Why enroll in the Cooperative Work Experience Program?

The college credits students earn for their job through CWEE participation gives recognition to the learning that occurs in the workplace. CWEE also serves to enhance the communication between the student and worksite supervisor, helping to clarify on-the-job goals or objectives. Academic credit earned through CWEE can be used to satisfy elective unit's requirements towards a certificate, AA Degree or CSU System transfer. (See your counselor for further information).

How do I begin?

Students desiring participation in the Cooperative Education Program should 1) complete an online application, 2) schedule a CWEE orientation and 3) use WebAdvisor to enroll in the appropriate number of units. Enrollment is available until the end of the 2nd week of the semester.

Will I receive a grade?

CWEE students are given End-Of-Term Evaluations which serve as the basis for their grade. All Cooperative Work Experience students receive a letter grade.

What if I lose or resign my position?

Participants who stop working prior to the close of the semester of participation should immediately contact both the LMC Employment Center and their CWEE instructor.

For further information contact Tara Dale Sanders, CWEE Program Coordinator at Tsanders@losmedanos.edu, or 925-473-7417

Welcome to Cooperative Work Experience Education

To: Employer/Supervisor
From: Cooperative Work Experience Education Department
Re: Employer/Supervisor Agreement

The student delivering this letter to you has demonstrated an interest in improving job skills by enrolling in the Cooperative Work Experience Education program at Los Medanos College. The purpose of our program is to encourage the student to seek new or expanded learning opportunities on-the-job that will make him/her a more efficient valuable employee. Through Work Experience, the student has the opportunity to utilize many of the skills he/she has learned in the classroom. The program gives you, the employer, the opportunity to make a contribution to the student's college education in a way that will directly benefit you and your industry.

In order for this contribution to be documented for college credit, workplace-learning objectives must be written at the beginning of the term. Workplace learning objectives are project-based learning opportunities that take place on-the-job during the normal work schedule. The project objectives should involve new or expanded responsibilities for the student. Project objectives must be briefly documented on a form entitled "Cooperative Work Experience Education Objectives/Agreement" which the student will provide. We are asking you to participate with your student employee/volunteer in selecting meaningful objectives. This is an opportunity to encourage the student to develop new skills that may be valuable to your organization now and in the future.

Your partnership in this program is critical. It contributes up to **45%** of the student's grade. Your time is as valuable as your involvement, and we have streamlined your participation to minimize your paperwork. The following milestones summarize your important inputs to this program:

- At the beginning of the term collaborate with the student to develop work objectives/projects, sign and date the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- During the term meet with the instructor, at your facility, to briefly discuss the student's progress. The meeting will take 15 – 30 minutes. Also, sign time sheets provided by the student
- By the end of the term or upon completion of projects, rate the project accomplishments, date and sign the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- Also at the end of the term provide your assessment of the student's 21st Century Workplace Skills by completing the "Employer Evaluation of Student Workplace Competencies".

Please call us at 925.473 7417 or email us at Tsanders@losmedanos.edu if you have any questions about the program. Your suggestions are welcomed. For more information visit our website at www.losmedanos.edu/cwee.

Employer/Supervisor Signature _____

Date _____

TIMETABLE & GRADING GUIDELINES

Week	Activity or Requirement	Maximum Points
1 st – 3 rd	Student discusses program with employer and arrives at tentative “objectives”. Fills out objective worksheet.	(5) _____
1 st – 3 rd	Student sets up meeting with CWEE Instructor to review/modify/finalize objectives and discusses course requirements. Student submits finalized objectives and 1 st Student Evaluation of Personal Workplace Competencies	(15) _____
2 nd – 5 th	CWEE Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to CWEE Office.	(5) _____
8 th – 10 th	Student meets with CWEE Instructor to discuss progress and remainder of course requirements, etc.	(5) _____
16 th	Student completes Field Report and mails/delivers it to CWEE Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with CWEE Instructor.	(50) _____
16 th – 17 th	CWEE Instructor visits job site and picks up Employer’s Final Rating Form; discusses Student’s status; assigns points based on employer’s rating: 90 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	(90) _____
16 th – 17 th	Student meets with CWEE Instructor to review entire semester and completes the following: 1. Student submits updated, one page résumé (10 points) 2. Student submits 2 nd Student Evaluation of Personal Workplace Competencies And Employer’s Evaluation of Workplace Competencies (10 points) 3. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears CWEE Instructor feedback on both the Field Report and overall student participation during the school term. (10 points)	(30) _____
	Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)	(-) _____
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = ≥ 119	(200) _____ Total points possible

Reminder: COOP-160, 170 and 170A students receive either letter grade or Credit/No Credit. 140 points minimum is required for Credit Grade.

Creating Learning Objectives

The student must identify new and expanded learning objectives each semester, which must be measurable and within his/her range of accomplishment. The objectives must be developed and written by the student, as well as reviewed and approved by the employment supervisor and the instructor at the beginning of each semester. These objectives must reflect new and expanded responsibilities for the student. The employment supervisor and the student will discuss progress made in attaining the student's objectives.

Steps for Writing SMART Learning Objectives

◆Specific	◆Measurable	◆Action-Oriented	◆Relevant	◆Time-Based
• Specific:	Describe a precise or specific outcome.			
• Measurable:	Describe the system you'll put in place to measure your progress toward the achievement of your objective; include a number, percentage, or frequency when possible.			
• Action-Oriented:	Describe the specific actions you will take to accomplish the objective.			
• Relevant:	Can you make an impact on the situation? Is it important to your education? To your supervisor?			
• Time-Based:	Clearly define your completion date.			

In writing your objectives you will need to include the following five elements:

- a) **What** you will to accomplish
- b) **When** you will complete the objective
- c) **How** you will do it (what steps you will take)
- d) **How** will progress be evaluated
- e) **Who** will evaluate progress

There are many kinds of objectives. Several categories are listed here, but you and your employer should not limit your thinking to these. Make yours *fit your job*.

- 1) Problem-solving on the job
- 2) New or different tasks or job responsibilities
- 3) Interpersonal relations at work
- 4) Improving effectiveness in doing tasks
- 5) Gaining new knowledge to improve job performance
- 6) Trying new ways to do things more effectively

Some examples of objectives

Increase sales and event awareness in the Children's Department by keeping all displays current and stocked. Evaluated by supervisor and measured by increased book sales over last quarter. Completion date: September 30.

Inventory the supplements by organizing supplements by type and expiration date and preparing the order for my supervisor. Evaluated by before and after photos and supervisor's evaluation. Completion date: October 31, 2008.

Edit and produce a lifestyles magazine and to improve my writing skills so that I may be able to write for such a publication by sitting in on weekly editorial meetings, as well as writing short pieces for the magazine. This will be evaluated by my supervisor to determine if my writing and research is considered acceptable for publication and be completed by Nov. 21.

Some Helpful Tips When Writing An Objective

a) What you will attempt to accomplish? By when?

Your stated objective must be specific and measurable. It also must be attainable in one semester's time.

Tip: It's best to start with an action verb when stating what you will attempt to accomplish. Popular work experience action verbs include:

Activate	Compare	Design	Increase	Prepare	Summarize
Analyze	Compile	Develop	Inspect	Rearrange	Survey
Apply	Compute	Direct	Instruct	Record	Transfer
Assemble	Convert	Devise	List	Reorganize	Update
Build	Coordinate	Establish	Maintain	Repair	Write
Calculate	Create	Expand	Modify	Report	
Categorize	Decrease	Identify	Monitor	Research	
Check	Deliver	Illustrate	Process	Revise	
Collect	Demonstrate	Implement	Produce	Simplify	

Example: Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of semester.

b) How (by what steps or methods) will you achieve it?

Tip: Your method(s) for achieving your objective should be clear, concrete, and available to you at the worksite. A combination of methods may be used. Typical methods for achieving CWEE objectives include:

- | | |
|-------------------------------------|-------------------------------|
| ▪ On-the-job training | ▪ Planning/organizing |
| ▪ Daily practice | ▪ Training from supervisor |
| ▪ Instruction from supervisor | ▪ Assistance from specialist |
| ▪ Observing co-workers | ▪ Demonstration and critique |
| ▪ Attending company seminar | ▪ Daily consultations |
| ▪ Studying product literature | ▪ Advance preparations |
| ▪ Reading manuals | ▪ Gathering pertinent data |
| ▪ Training from co-workers | ▪ Conduct review and analysis |
| ▪ Reviewing policies and procedures | ▪ Doing surveys |
| ▪ Rehearsing | ▪ Developing new techniques |

Example: Will accomplish this by studying software manual on electronic filing, and also with assistance from department's computer specialist.

c) How will this be evaluated? By whom?

Tip: Your objective should be designed so that your worksite supervisor will be able to directly (and objectively) assess the results. Typical criteria for evaluating progress include:

- | | | |
|------------------------------|--------------------------|---------------------------|
| ▪ Before & after comparisons | ▪ Tabulation of receipts | ▪ Program review |
| ▪ Direct observation | ▪ Progress reports | ▪ Cross-checking |
| ▪ Demonstration & critique | ▪ Personal verification | ▪ Review of reports |
| ▪ Formal employee evaluation | ▪ Testing | ▪ Formal feedback session |

Example: My office manager will cross-check paper files against electronic files to evaluate and verify results.

SAMPLE CWEE Objectives/Agreement**Student's Name:** Jane Doe**Student ID Number:** 1234567**LMC Instructor:** Mr. Bill Jones**Date:** 12-11-09**Employer:** American Fashion Stores

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?

Increase typing speed from 35 wpm to 50 wpm with less than 5 errors. To be accomplished by close of semester.

b) How (what steps or methods) will you achieve it?

Through daily on-the-job practice and regular timed typing tests.

c) How will this be evaluated? by whom?

Results will be evaluated by worksite supervisor who will verify speed through typing tests.

Obj# 2 a) What you will attempt to accomplish?..... by when?

Train new employee until he can work independently. To be accomplished by 9th week of semester.

b) How (what steps or methods) will you achieve it?

Will train through demonstration and critique; will co-review training manual with employee

c) How will this be evaluated? by whom?

New employee's ability to function to be evaluated by floor manager through direct observation at 9th week.

Obj# 3 a) What you will attempt to accomplish?..... by when?

By close of semester, will increase sales of sweaters by 20% above current rate of sales.

b) How (what steps or methods) will you achieve it?

Will achieve this by attending company sales seminar, and seeking assistance of store merchandizing specialist.

c) How will this be evaluated? by whom?

Department manager will tabulate sales receipts at close of semester and calculate % of increase.

Obj# 4 a) What you will attempt to accomplish?..... by when?

Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of the semester.

b) How (what steps or methods) will you achieve it?

Will accomplish this by studying software manual on electronic filing; and also with assistance from department's IT specialists.

c) How will this be evaluated? by whom?

My office manager will cross-check paper files against new electronic files and verify results.

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

Student's Signature _____

Employer Supervisor's Signature _____

LMC Instructor's Signature _____

CWEE Coordinator _____

Evaluation Of Objectives

(Employment Supervisor's Use Only)

Obj #1	Obj #2	Obj #3	Obj #4
--------	--------	--------	--------

Rating Scale (To Be Done at End of Semester)**A**= Far Exceeds Average Accomplishments **C**= Average Accomplishments**B**= Better than Average Accomplishment **D**= Limited Accomplishments

Average Hrs.

Total Weeks Worked

Worked Weekly _____

During the Semester _____

Employment Supervisor's Signature

Dist: 1)Employment Center 2) Employer 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of Employer contacts _____

Number of Student contacts _____

Instructor's Signature

Date

CCCD does not discriminate on basis of race, national origin, sex or handicap, in employment or educational processes, and expects affiliated employers to also adhere to such policy.

CWEE Objectives/Agreement**Student's Name:****Student ID Number:****LMC Instructor:****Date:****Employer:**

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 2 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 3 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 4 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

Student's Signature _____

Employer Supervisor's Signature _____

LMC Instructor's Signature _____

CWEE Coordinator _____

Evaluation Of Objectives**(Employment Supervisor's Use Only)**

Obj #1	Obj #2	Obj #3	Obj #4

Rating Scale (To Be Done at End of Semester)**A= Far Exceeds Average Accomplishments C= Average Accomplishments****B= Better than Average Accomplishment D= Limited Accomplishments**

Average Hrs.

Total Weeks Worked

Worked Weekly _____

During the Semester _____

1)CWEE Cordiantor 2) Employer 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of Employer contacts _____

Number of Student contacts _____

Instructor's Signature _____

Date _____

Cooperative Work Experience Education & Internships

1st Student Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethics/Social Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Cooperative Work Experience Education & Internships

2nd Student Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethics/Social Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Cooperative Work Experience Education & Internships

Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethic/Socials Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Student's Field Report

Participation in Cooperative Work Experience also requires writing a report. **This written report or essay is to be submitted during the 16th week of the semester or when your instructor requires it.** Be sure to check with your instructor **before** it is due.

The **theme** of your paper should deal with your objectives and how they were achieved. Begin by stating the objective. Then discuss why you selected it, what need it filled or value it had for you and the employer. After providing this background information, then explain how the objective was accomplished. Explain how you planned to complete it, what aspects of the plan worked, and what changes were required to meet your goal. You must do the above for each and every objective. (Please see sample on next page)

Format & length: Your paper must be typewritten, clearly presented, and suitable for college-level work.

Four objectives = 4 page report
Three objectives = 3 page report
Two objectives = 2 page report
One objective = 1 page report

If the content or format is not acceptable, your instructor will return it and withhold a final passing grade until it is corrected.

Suggestion: Make additional copies
Keep one; give one to your employer.

Cooperative Education

Student's Field Report

Student: Jane Doe
Course: Business 99-001
CWEE Instructor: Bill Jones
Session: Spring, 2009
Units: 2
Employer: Allied Claims Corporation
Supervisor: Mary Smith, Director, Budget Services Department

Objective #1:

Expand my abilities on microcomputer by learning how to do graphics. This will be accomplished by the end of the semester.

Background / Need / Value:

During the budget development process, a booklet is prepared by our office which includes graphs. The material for this booklet is typed and otherwise put together for printing by me, with the exception of the graphs which are completed by the Accountant in our office.

Completing this objective has provided me with additional knowledge and experience using the PlanPerfect spreadsheet program, and will enable me to make recommendations for further use of graphs to the Director, as I see a use for these. Also, by having two employees within the Department

able to create graphs, this objective supports one of the goals of the department which is “to continue to involve staff on cross-training, so that each section can run effectively with absences, and so that all individuals have the benefit of being exposed to other aspects of their section and can therefore grow professionally”.

How Accomplished:

I began by reading the manual provided for PlanPerfect. I followed the instructions as outlined, but was having difficulty creating a finished graph, and asked the Accountant for some help. I took notes as we went through the manual together, and we developed some step by step instructions through a kind of trial and error method. Just as I was “getting the hang of it”, I called our Word Processing Supervisor to ask a question, and she told me to stop learning the program on 3.0 PlanPerfect because we now had 5.0 available and it was easier and better. She sent someone from our Data Processing department to update the PlanPerfect program, and I started over again. Using a manual provided by the Word Processing Supervisor, I began reading and following the lessons outlined regarding graphs. This was a much easier manual to follow, and after a few days and hours of work, I was able to create sample graphs from the lessons within the manual and also sample bar and pie graphs using data from fiscal reports.

Objective #2:

To train Accounts Payable employee to use microcomputer and PlanPerfect software program to complete Revolving Cash Report independently. To be accomplished by the end of the semester.

Background / Need / Value:

One of the functions within the Accounts Payable section of the Budget Services Department is to maintain the Revolving Cash Account. The employee handling this account was keeping a manual record of transactions and because the report was lengthy, time consuming and required a lot of hand calculations, the Director felt it could be best handled by using a word processor. She discussed the possibility with me, and the timing was right for me to suggest that this be made one of my objectives.

With this new skill, the employee will be able to work independently on the Revolving Cash Report, so the report will be completed more efficiently. The appearance of the report will be better, and the figures will be automatically calculated with a higher degree of accuracy.

In addition, this training supports two of the goals of the department (to provide clear, accurate and up-to-date financial information, and to implement the use of personal computers where practical). It also provided the employee with additional training and experience, which will benefit her personally, and as I am interested in moving into the area of supervision one day, this practice in training will be beneficial to me.

How Accomplished:

I began by developing an outline showing the areas to be covered in each training session. I then met with the Accounting Supervisor to schedule dates and times when the employee and I could meet for training.

I used hands on instruction and continued with this style of training for two or three sessions. Further into the training, I tried something different. I sat at the computer and asked the employee to “walk me through” getting into the computer, creating a worksheet, etc; to assume she was the “trainer” and I the “trainee”, with no knowledge of computers or even a keyboard.

This worked very well, and both the employee and I benefited from this process which allowed her to explain what she knew and me to determine what further instruction was needed.

Student's Résumé

Participation in Cooperative Work Experience requires submitting an updated résumé. Like the field report, the résumé is due the 16th week of the semester.

The résumé must reflect your Work Experience achievements. Résumé preparation assistance is available at the **Career Center, Room 524**. To make an appointment please call (925) 439-2181, ext. 3252.

Hot Tips on Resume Writing

1. What IS a resume anyway?

Remember: a Resume is a self-promotional document that presents you in the best possible light, for the purpose of getting invited to a job interview.

It's *not* an official personnel document. It's not a job application. It's not a "career obituary"! And it's not a confessional.

2. What should the resume content be about?

It's not just about past jobs! It's about YOU, and how you performed and what you accomplished in those past jobs--especially those accomplishments that are most relevant to the work you want to do next. A good resume predicts how you might perform in that desired future job.

3. What's the fastest way to improve a resume?

Remove everything that starts with "responsibilities included" and replace it with on-the-job accomplishments. (See Tip 11 for one way to write them.)

4. What is the most common resume mistake made by job hunters?

Leaving out their Job Objective! If you don't show a sense of direction, employers won't be interested. Having a clearly stated goal doesn't have to confine you if it's stated well.

5. What's the first step in writing a resume?

Decide on a job target (or "job objective") that can be stated in about 5 or 6 words. Anything beyond that is probably "fluff" and indicates a lack of clarity and direction.

6. How do you decide whether to use a Chronological resume or a Functional one? The Chronological format is widely preferred by employers, and works well if you're staying in the same field (especially if you've been upwardly-mobile). Only use a Functional format if you're changing fields, and you're sure a skills-oriented format would show off your transferable skills to better advantage; and **be sure** to include a clear chronological work history!

7. What if you don't have any experience in the kind of work you want to do?

Get some! Find a place that will let you do some volunteer work right away. You only need a brief, concentrated period of volunteer training (for example, 1 day a week for a month) to have at least SOME experience to put on your resume.

Also, look at some of the volunteer work you've done in the past and see if any of THAT helps document some skills you'll need for your new job.

8. What do you do if you have gaps in your work experience?

You could start by looking at it differently.

General Rule: Tell what you WERE doing, as gracefully as possible--rather than leave a gap.

If you were doing anything valuable (even if unpaid) during those so-called "gaps" you could just insert THAT into the work-history section of your resume to fill the hole. Here are some examples:

- 1993-95 Full-time parent -- or

- 1992-94 Maternity leave and family management -- or
- Travel and study -- or Full-time student -- or
- Parenting plus community service

9. What if you have several different job objectives you're working on at the same time? Or you haven't narrowed it down yet to just one job target?

Then write a different resume for each different job target. A targeted resume is MUCH, much stronger than a generic resume.

10. What if you have a fragmented, scrambled-up work history, with lots of short-term jobs?

To minimize the job-hopper image, combine several similar jobs into one "chunk," for example:

- 1993-1995 **Secretary/Receptionist**; Jones Bakery, Micro Corp., Carter Jewelers -- or
- 1993-95 **Waiter/Busboy**; McDougal's Restaurant, Burger King, Traders Coffee Shop.

Also you can just drop some of the less important, briefest jobs.

But don't drop a job, even when it lasted a short time, if that was where you acquired important skills or experience.

11. What's the best way to impress an employer?

Fill your resume with "PAR" statements. PAR stands for Problem-Action-Results; in other words, first you state the problem that existed in your workplace, then you describe what you did about it, and finally you point out the beneficial results.

Here's an example: "Transformed a disorganized, inefficient warehouse into a smooth-running operation by totally redesigning the layout; this saved the company thousands of dollars in recovered stock."

Another example: "Improved an engineering company's obsolete filing system by developing a simple but sophisticated functional-coding system. This saved time and money by recovering valuable, previously lost, project records."

12. What if your job title doesn't reflect your actual level of responsibility?

When you list it on the resume, either replace it with a more appropriate job title (say "Office Manager" instead of "Administrative Assistant" if that's more realistic) OR use their job title AND your fairer one together, i.e. "Administrative Assistant (Office Manager)"

13. How can you avoid age discrimination?

If you're over 40 or 50 or 60, remember that you don't have to present your entire work history! You can simply label THAT part of your resume **"Recent Work History"** or **"Relevant Work History"** and then describe only the last 10 or 15 years of your experience. Below your 10-15 year work history, you could add a paragraph headed "Prior relevant experience" and simply refer to any additional important (but ancient) jobs without mentioning dates.

14. What if you never had any "real" paid jobs -- just self-employment or odd jobs? Give yourself credit, and create an accurate, fair job-title for yourself. For example:

- A&S Hauling & Cleaning (Self-employed) -- or
- Household Repairman, Self-employed -- or
- Child-Care, Self-employed

Be sure to add "Customer references available on request" and then be prepared to provide some very good references of people you worked for.

15. How far back should you go in your Work History?

Far enough; and not too far! About 10 or 15 years is usually enough - unless your "juiciest" work experience is from farther back.

16. How can a student list summer jobs?

Students can make their resume look neater by listing seasonal jobs very simply, such as "Spring 1996" or "Summer 1996" rather than 6/96 to 9/96. (The word "Spring" can be in very tiny letters, say 8-point in size.)

17. What if you don't quite have your degree or credentials yet?

You can say something like:

- Eligible for U.S. credentials -- **or**
- Graduate studies in Instructional Design, in progress -- **or**
- Master's Degree anticipated December 1997

18. What if you worked for only one employer for 20 or 30 years?

Then list separately each different position you held there, so your job progression within the company is more obvious.

19. What about listing hobbies and interests?

Don't include hobbies on a resume unless the activity is somehow relevant to your job objective, or clearly reveals a characteristic that supports your job objective. For example, a hobby of Sky Diving (adventure, courage) might seem relevant to some job objectives (Security Guard?) but not to others.

20. What about revealing race or religion?

Don't include ethnic or religious affiliations (inviting pre-interview discrimination) UNLESS you can see that including them will support your job objective. Get an opinion from a respected friend or colleague about when to reveal, and when to conceal, your affiliations.

21. What if your name is Robin Williams?

Don't mystify the reader about your gender; they'll go nuts until they know whether you're male or female. So if your name is Lee or Robin or Pat or anything else not clearly male or female, use a Mr. or Ms. prefix.

22. What if you got your degree from a different country?

You can say "Degree equivalent to U.S. Bachelor's Degree in Economics-Teheran, Iran."

23. What about fancy-schmancy paper?

Employers tell me they HATE parchment paper and pretentious brochure-folded resume "presentations." They think they're phony, and toss them right out. Use plain white or ivory, in a quality appropriate for your job objective. Never use colored paper unless there's a very good reason for it (like, you're an artist) because if it gets photo-copied the results will be murky.

24. Should you fold your resume?

Don't fold a laser-printed resume right along a line of text. The "ink" could flake off along the fold.

FUNCTIONAL RESUME SAMPLE

(Notice that there are no dates in this format)

Mary Lamb

555 Fairytale Lane

Neverland, CA 55555

(555) 555-5555

mary_lamb@email.com

OBJECTIVE

Seeking a position as a sales representative

SUMMARY of QUALIFICATIONS

- 12 years successful experience in direct sales of a range of products and services
- Motivated and enthusiastic about developing good relationships with clients
- Effective working alone or on a team

RELEVANT SKILLS

Sales & New Account Development

- Increased a small publication's advertising revenue by 25% through promotion and research
- Made cold calls to approximately 100 individuals weekly resulting in 20 new subscribers per month
- Developed new distribution outlets for a special interest magazine

Customer Relations

- Coordinated product information and distribution for 75 field representatives
- Promoted giftware products at various trade shows throughout the United States

Advertising/Distribution

- Oversaw the production of advertising and placement in major trade publication
- Utilized skills in digital photography and graphic design to create 20 page giftware catalog

EMPLOYMENT HISTORY

Sales Coordinator

Jana Imports

Somewhere, CA

Distributor Coordinator

Edwards Publishing

Neverland, CA

Co-owner/Manager

Bob's Dairy

New City, CA

EDUCATION

Bachelor of Arts, Business Administration

California State University, East Bay

CHRONOLOGICAL R. FORMAT

Address

City, State ZIP

Phone

Email

Objective

Seeking full time/part time position in/as a _____

HIGHLIGHTS OF QUALIFICATIONS

- List at least four qualifications you have
- *Example* Number of years experience
- *Example* Computer Skills
- *Example* Languages

EMPLOYMENT HISTORY Most Recent Position First

20XX- Present	Company	City, State
---------------	---------	-------------

Job Title

- Four bullet points reviewing responsibilities/duties
- Place in order of most relevance
- Quantify and Qualify your experience
- Document Awards and Achievements

EDUCATION/TRAINING Most Recent Education First

20XX- Present Los Medanos College Pittsburg, CA

Certificate or Degree Earned (if any)

Courses for Professional Development

Courses towards Degree in _____

4/2009

Customer Service Training

Pittsburg, CA

Club Memberships/Professional Associations

2007- Present	Member of Alpha Gamma Sigma	Officer: Treasury
---------------	-----------------------------	-------------------

2007- Present National Association of Student Nurses

Los Medanos College
Cooperative Work Experience Education

Monthly Time Record

Student Name: _____ Month: _____

This time card must be filled out, signed by student and worksite supervisor, and turned in no later than the fifth day of the following month. (For example, your April time card would be due no later than May 5)

Indicate the number of hours worked each day in the space provided. Be sure to indicate the total hours worked during the month.

Date	Hours Worked
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Date	Hours Worked
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Date	Hours Worked
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	

Monthly Total: _____

I certify that the above record of time worked is true and correct.

Student's Signature

Date

Supervisor's Signature

Date

EVALUATE THE PROGRAM

Student ID# _____ Due: _____

Student Name _____

Directions: Submit this evaluation from to the Work Experience Office by the date above. **Do not turn in before meeting with your instructor for the 2nd time.**

PROGRAM COMPONENTS

Strongly
Agree

Strongly
Disagree

- | | | | | | | |
|-------|---|---|---|---|----|--|
| 5 | 4 | 3 | 2 | 1 | 1. | After completing orientation did you understand the program requirements? |
| 5 | 4 | 3 | 2 | 1 | 2. | Did the student assessment help you develop four realistic Learning Objectives? |
| 5 | 4 | 3 | 2 | 1 | 3. | As a result of writing the objectives, did you learn new skills on the job? |
| 5 | 4 | 3 | 2 | 1 | 4. | Was writing the student report helpful in identifying what you accomplished while enrolled in Work Experience? |
| 5 | 4 | 3 | 2 | 1 | 5. | Were you able to apply knowledge gained from the seminars on the job or in your personal life? |
| 5 | 4 | 3 | 2 | 1 | 6. | Did Work Experience contribute to your receiving increased responsibilities, higher salary or promotion? |
| 5 | 4 | 3 | 2 | 1 | 7. | As a result of Work Experience, did you have improved communication with your supervisor regarding your job performance? |
| 5 | 4 | 3 | 2 | 1 | 8. | Did you find your enrollment in the Work Experience Program valuable or beneficial? |
| <hr/> | | | | | | |
| | | | | | 9. | Which 21 st Century Work Skills did you improve? _____ |
| <hr/> | | | | | | |

YOUR INSTRUCTOR

Strongly
Agree

Strongly
Disagree

- | | | | | | | |
|---|---|---|---|---|-----|--|
| 5 | 4 | 3 | 2 | 1 | 12. | The instructor was available and responsive to you either by phone, in person, and/or e-mail. |
| 5 | 4 | 3 | 2 | 1 | 13. | The instructor was helpful in providing information related to your job, career, work experience program, and/or college services. |
| 5 | 4 | 3 | 2 | 1 | 14. | The instructor was helpful in the review/revision of your objectives. |
| 5 | 4 | 3 | 2 | 1 | 15. | The instructor's relations with you as a student were positive. |
| 5 | 4 | 3 | 2 | 1 | 16. | The instructor was generally prepared and on time for job site visitations with you and your supervisor. |
| 5 | 4 | 3 | 2 | 1 | 17. | The instructor explained clearly what is expected of students. |

18. My instructor contacted my supervisor _____times

• My instructor's name is _____

General comments about the instructor

I ENROLLED

True/Yes False/No

Y N

19.because it is required.

Y N

20.to earn credit towards a certificate or degree.

Y N

21.because it was recommended by my supervisor.

Y N

22.to qualify for financial aid.

Y N

23.to earn units to transfer to another college.

Y N

24.to improve myself as an employee

Y N

25. other _____

Y N

26. Do you plan on enrolling in Work Experience in future semesters?

27. If no, why not? _____

HOW I LEARNED OF THE PROGRAM

True/Yes False/No

Y N

29. On campus news publication

Y N

30. Off campus news publication

Y N

31. Postcard

Y N

32. Schedule of classes

Y N

33. Friends

Y N

34. Counselors

Y N

35. Instructors

Y N

36. In-class presentations

Y N

37. Posters around campus

Y N

38. College Website

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Education Subject Area/Course Number: COOP-170

Approval Date: 2/5/09

New Course ☐ OR Existing Course ☒

Instructor(s)/Author(s): David Wahl, Special Projects Manager

Subject Area/Course No.: COOP-170

Units: 1-4

Course Name/Title: Occupational Work Experience Education

Discipline(s): Cooperative Work Experience Education & Discipline (attached)

Pre-Requisite(s): Approved Application

Co-Requisite(s): None

Advisories: Eligibility for ENGL-090

Catalog Description: This course is for students whose work is related to their major. Occupational Work Experience Education provides students with opportunities to develop marketable skills in preparation for employment or advancement within their current job. To participate in cooperative work experience education, students must be employed and undertake new or expanded responsibilities. Students, with faculty and employer approval, will develop and successfully complete one learning objective for each unit of credit in which they enroll. Additionally, students must work 75 paid hours or 60 non-paid hours for each unit of credit earned. Students may earn a maximum of 16 units of occupational work experience during community college attendance which may be applied as electives toward graduation.

Schedule Description: ***Earn College Elective Credits While You Learn On-The-Job**!* Occupational Work Experience Education is for students whose work is related to their major. Students can develop marketable skills in preparation for employment or advancement within their current job and earn up to 16 units of college credit. To participate in cooperative work experience education, students must be employed and, with faculty and employer approval, must complete one new learning objective and work 75 paid hours or 60 non-paid hours for each unit of credit.

Hours/Mode of Instruction: Lecture ____ Lab ____ Composition ____ Activity 60-600 Total Hours 60-600
(Total for course)

Credit ☒ Credit Degree Applicable (DA)
☐ Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean.)

Grading ☐ Pass/No Pass (P/NP)
☐ Letter (LR)
☒ Student Choice (SC)

Repeatability ☐ 0
☐ 1
☐ 2
☒ 3

Please apply for:

LMC General Education Requirement and/or Competency & Graduation Requirement(s):

(Please list the proposed area(s) this course meets, or indicate "none") _____

Transfer to: ☒ CSU ☐ UC ☐ IGETC LDTP Course is Baccalaureate Level: ☐ Yes ☐ No

Signatures:

Department Chair _____

Date _____

Librarian _____

Date _____

Dean/Sr. Dean _____

Date _____

Curriculum Committee Chair _____

Date _____

President/Designee _____

Date _____

CCCCD Approval Date (Board or Chancellor's Office) _____

Date _____

For Curriculum Committee Use only:

STAND ALONE COURSE: YES X NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester SU09

Catalog year 2009 /2010

Class Max: 40

Dept. Code/Name: L7004-COOP

T.O.P.s Code: 4930.12

Crossover course 1/ 2: _____

ESL Class: Yes / (No)

DSPS Class: Yes / (No)

Coop Work Exp: (Yes) / No

Class Code ☐ A Liberal Arts & Sciences
☐ B Developmental Preparatory
☐ C Adult/Secondary Basic Education
☐ D Personal Development/Survival
☐ E For Substantially Handicapped
☐ F Parenting/Family Support
☐ G Community/Civic Development
☐ H General and Cultural
☒ I Career/Technical Education
☐ J Workforce Preparation Enhanced
☐ K Other non-credit enhanced
☐ Not eligible for enhanced

SAM Code ☐ A Apprenticeship
☐ B Advanced Occupational
☒ C Clearly Occupational
☐ D Possibly Occupational
☐ E* Non-Occupational
☐ F Transfer, Non-Occupational
*Additional criteria needed
☐ 1 One level below transfer
☐ 2 Two levels below transfer
☐ 3 Three levels below transfer

Remediation Level ☐ B Basic Skills
☒ NBS Not Basic Skills

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Education Subject Area/Course Number: COOP-170

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Institutional Student Learning Outcomes (ISLOs):

Check the institutional Student Learning Outcomes (or category of outcomes) below that are reflected in your course:

☒ **Occupational Education SLOs (Recommended by Occupational Education Committee)**

At the completion of the LMC occupational certificate or degree, a student will:

1. ☒ Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
2. ☒ Apply **critical thinking** to research, evaluate, analyze and synthesize information.
3. ☒ Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
4. ☒ Appropriately apply **industry materials and technology**.
5. ☒ Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.

(Individual certificates or degree programs in occupational education may adopt some or all of these SLOs. Please check all those that apply to this course.)

Program-Level Student Learning Outcomes (PSLOs):

At the completion of the program students should:

PSLO 1: Use knowledge gained in the classroom to learn or improve employment skills under actual working conditions.

PSLO 2: Explore a chosen career field or major and gain first-hand working knowledge and a better understanding of that field or major.

PSLO 3: Obtain a more creative, realistic and efficient approach to the job market.

PSLO 4: Develop and enhance students' employability through focus on 21st Century workplace competencies.

Course-Level Student Learning Outcomes (CSLOs):

Upon completion of course the student will be able to:

CSLO 1: Apply professionalism and work ethic skills including personal accountability, work habits, punctuality, working productively with others, and managing time and work load. (PSLO 1, 2, 4)

CSLO 2: Work in collaborative relationships with colleagues and customers and be able to work with diverse teams, negotiate, and manage conflicts. (PSLO 1, 2, 3, 4)

CSLO 3: Apply critical thinking and problem solving skills by using sound reasoning and analytical thinking as well as using knowledge, facts, and data to solve workplace problems. (PSLO 1, 2, 3, 4)

CSLO 4: Communicate thoughts and ideas clearly and effectively using public speaking skills and the ability to write clearly and effectively. (PSLO 1, 2, 3)

CSLO 5: Utilize, under direct supervision, knowledge, skills and abilities acquired during prior or concurrent college course work directly related to workplace responsibilities by applying appropriate Course-Level Student Learning Outcomes from a college course to the student's place of employment. (PSLO 1, 2, 3, 4)

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Education Subject Area/Course Number: COOP-170

Assessments:

CSLO 1: To demonstrate the ability to **apply professionalism and work ethic** students will submit to instructor, in a timely manner, tentative and final objectives, time cards, field reports, resume, Student Self-Evaluation of Workplace Competencies, Employer Evaluation of Workplace Competencies, Employer Final Rating, and Career Questionnaire.

CSLO 2: To demonstrate the ability to **work in collaborative relationships with colleagues and customers** student will be assessed by employer based on actual workplace performance using the Employer Evaluation of Workplace Competencies Form. (attached)

CSLO 3: To demonstrate the ability to **apply critical thinking and problem solving skills** students will develop one objective representing new learning associated to the occupational discipline that will be of value to the student and the place of employment for each unit of cooperative work experience credit attempted. Each objective must include:

- What it will be accomplished and by when.
- How (by what steps or methods) it will be achieved.
- How the objective will be evaluated and by whom.

Objectives must be designed so that they are specific, measurable, linked to a CSLO of prior or concurrent coursework and be attainable in one semester's time. The method(s) for achieving the objective should be clear, concrete, and available at the worksite. The objective should be designed so that the worksite supervisor will be able to directly (and objectively) assess the results

CSLO 4: To demonstrate the ability to **communicate thoughts and ideas clearly and effectively** student will complete a 500-word essay (field report) for each objective that describes each chosen objective and how each was achieved. He/she will begin by stating the objective, its linkage to discipline-specific CSLO(s), then discuss why they selected it, what need it filled or value it had for them and their employer. After providing this background information they will explain how they planned to complete it, how the objective was accomplished, what aspects of the plan worked, and what changes were required to meet each objective. Sample field reports are made available to the student.

CSLO 5: To demonstrate the ability to **utilize knowledge skills and abilities** acquired during prior or concurrent college course work directly related to workplace responsibilities student will accomplish each agreed upon objective to the satisfaction of the student's immediate supervisor as evidenced by Average or better ratings on Employer's Evaluation of Objectives Report.

Method of Evaluation/Grading:

A-level student work is characterized by substantial and thoughtful preparation of workplace objectives utilizing Specific, Measurable, Action-oriented, Relevant, and Time-based (SMART) methods that represent new learning or expanded responsibilities and that are clearly connected to CSLOs from prior or current discipline-specific coursework. Additionally A-level students meet as scheduled with instructor, provide time cards as scheduled, receive a significant number of 4s from employer on final evaluation and workplace competency evaluation as well as submitting a well organized field report that includes all required components that is focused and logical with comprehensive breadth and depth.

C-level student work is characterized by minimal but adequate preparation of workplace objectives utilizing some but not all of the Specific, Measurable, Action-oriented, Relevant, and Time-based (SMART) methods that marginally represent new learning or expanded responsibilities and show little connection to prior or concurrent discipline-specific coursework. Additionally C-level students may not attend all meetings as scheduled with instructor, provide some time cards as scheduled, receive a significant number of 3s & 2s from employer on final evaluation and workplace competency evaluation and submits a field report that includes some of the required components with average focus and less than comprehensive breadth and depth.

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Education Subject Area/Course Number: COOP-170

Timetable and Grading Guidelines:

Week	Activity or Requirement	Points
1 st – 3 rd	Student discusses program with employer and arrives at tentative “objectives”. Fills out objective worksheet.	5
1 st – 3 rd	Student sets up meeting with Co-op Instructor to review/modify/finalize objectives and discusses course requirements. Student types finalized objectives.	5
2 nd – 5 th	Co-op Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to Co-op Office.	5
7 th	Student mails/delivers time card. (For weeks 1-6)	5
8 th – 10 th	Student meets with Co-op Instructor to submit Student Self-Evaluation of Workplace Competencies, discuss progress and remainder of course requirements, etc.	5
13 th	Student mails/delivers 2 nd time card. (For weeks 7 – 12)	5
16 th	Student completes Field Report and mails/delivers it to Co-op Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with Co-op Instructor.	50
16 th – 17 th	Co-op Instructor visits job site and picks up Employers Final Rating Form and Employer Evaluation of Workplace Competencies; discusses student’s status; assigns points based on employers rating: 100 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	90
16 th – 17 th	Student meets with Co-op Instructor to review entire semester and completes the following: a. Delivers 3 rd time card for weeks 13 – 17 (5 points) b. Student submits updated, one page résumé (10 points) c. Student submits completed career questionnaire and summary (10 points) d. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears Co-op Instructor feedback on both the Field Report and overall student participation during the school term. (5 points)	30
Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)		
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = ≥ 119	200 Total points possible

Course Content:

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Education Subject Area/Course Number: COOP-170

1. Mandatory orientation focusing on academics of Occupational Work Experience Education
2. Development of one measurable objective representing new learning for each unit attempted.
3. Face-to-face meetings/communications/job site visits with instructor and employer.
4. Relationships between college-level discipline-specific CSLOs and the work place.
5. Examination of work place competencies valued by employers.
6. Regular reports regarding hours worked.
7. Written field report for each objective.
8. Submission of updated resume reflecting work experience achievements.
9. Career Quotient questionnaire examining student's employability.

Instructional Methods:

- ☐ Lecture
- ☐ Lab
- ☒ Activity
- ☒ Problem-based Learning/Case Studies
- ☒ Collaborative Learning/Peer Review
- ☒ Demonstration/Modeling
- ☐ Role-Playing
- ☒ Discussion
- ☐ Computer Assisted Instruction
- ☐ Other (explain) _____

Textbooks:

Cooperative Education at Los Medanos College Student Handbook (Available online)

Occupational Work Experience Education

Administration of Justice

2105,00

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Occupational Work Experience Education Subject Area/Course Number: COOP-170

Air Conditioning	0946.00
Appliance	0935.10
Art/Graphics Communications	1002.00
Automotive	0948.00
Athletics	0835.50
Business	0514.00
Business/Management	0506.00
Child Development	1305.00
Cosmetology	3007.00
Computer Science	0701.00
Education	0801.00
Electrical/Electronic Tech	0934.00
EMS	1250.00
Engineering	0901.00
Fire Technology	2133.00
Food	1306.00
Human Services	2104.00
Journalism	0602.00
Library Services	1601.00
Nursing – Registered	1203.10
Nursing – Vocational	1203.20
PE - Activities	0835.00
Process Technology	0956.00
Real Estate	0511.00
Recording Arts	1004.00
Travel	0509.50
Welding	0956.50

Cooperative Work Experience Education & Internships

Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone (925) 439-2181

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Ethic/Socials Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

LOS MEDANOS COLLEGE



COOP-170 – Occupational Work Experience Education

Cooperative Work Experience Education (CWEE)

Cooperative Work Experience at

LOS MEDANOS COLLEGE

Why CWEE?

- Earn college credits for what you learn and accomplish on the job.
 -
 - Use your job to supplement classroom learning.
 -
- Receive recognition for what you learn on the job.
 -
 - Improve your communication with your supervisor.
 -
- Clarify on-the-job goals or objectives.

Enroll **now** in the LMC
Cooperative Work Experience Program

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What is the Cooperative Work Experience Education?

The Cooperative Work Experience Education (CWEE) Program at Los Medanos College grants transferable college credit for what students learn and accomplish on the job. There are three types of participants; those who enroll in COOP-160, General Work Experience where their employment **does not** relate to their major, COOP-170, Occupational Work Experience where the student's employment **does** relate to their major and COOP-170A, Occupational Work Experience *Internship* which is a short term (one or two semesters) often unpaid, for students who have finished some portion of course work in their major.

What qualifies as college-credit eligible learning?

Only worksite learning that is new, substantive and measurable can earn college credit. Your worksite objectives must be attainable by the close of the semester, and involve methods that are clear and concrete.

How much college credit can I earn?

Students may earn up to four units per semester, to a maximum of sixteen units. Each course may be repeated three times. The number of units earned is partly determined by the number of hours a student works on the job during the semester. One unit of credit will be earned for 75 hours worked on a paid job.

Units Earned For Paid Hours Worked	
1 unit = 75 hours total	3 units = 225 hours total
2 units = 150 hours total	4 units = 300 hours total

Note: Volunteer (unpaid) employees earn one unit of credit for every 60 hours of work, as follows: 1 unit - 60 hours total; 2 units - 120 hours; 3 units - 180; 4 units - 240 hours

Why enroll in the Cooperative Work Experience Program?

The college credits students earn for their job through CWEE participation gives recognition to the learning that occurs in the workplace. CWEE also serves to enhance the communication between the student and worksite supervisor, helping to clarify on-the-job goals or objectives. Academic credit earned through CWEE can be used to satisfy elective unit's requirements towards a certificate, AA Degree or CSU System transfer. (See your counselor for further information).

How do I begin?

Students desiring participation in the Cooperative Education Program should 1) complete an online application, 2) schedule a CWEE orientation and 3) use WebAdvisor to enroll in the appropriate number of units. Enrollment is available until the end of the 2nd week of the semester.

Will I receive a grade?

CWEE students are given End-Of-Term Evaluations which serve as the basis for their grade. All Cooperative Work Experience students receive a letter grade.

What if I lose or resign my position?

Participants who stop working prior to the close of the semester of participation should immediately contact both the LMC Employment Center and their CWEE instructor.

For further information contact Tara Dale Sanders, CWEE Program Coordinator at Tsanders@losmedanos.edu, or 925-473-7417

Welcome to Cooperative Work Experience Education

To: Employer/Supervisor
From: Cooperative Work Experience Education Department
Re: Employer/Supervisor Agreement

The student delivering this letter to you has demonstrated an interest in improving job skills by enrolling in the Cooperative Work Experience Education program at Los Medanos College. The purpose of our program is to encourage the student to seek new or expanded learning opportunities on-the-job that will make him/her a more efficient valuable employee. Through Work Experience, the student has the opportunity to utilize many of the skills he/she has learned in the classroom. The program gives you, the employer, the opportunity to make a contribution to the student's college education in a way that will directly benefit you and your industry.

In order for this contribution to be documented for college credit, workplace-learning objectives must be written at the beginning of the term. Workplace learning objectives are project-based learning opportunities that take place on-the-job during the normal work schedule. The project objectives should involve new or expanded responsibilities for the student. Project objectives must be briefly documented on a form entitled "Cooperative Work Experience Education Objectives/Agreement" which the student will provide. We are asking you to participate with your student employee/volunteer in selecting meaningful objectives. This is an opportunity to encourage the student to develop new skills that may be valuable to your organization now and in the future.

Your partnership in this program is critical. It contributes up to **45%** of the student's grade. Your time is as valuable as your involvement, and we have streamlined your participation to minimize your paperwork. The following milestones summarize your important inputs to this program:

- At the beginning of the term collaborate with the student to develop work objectives/projects, sign and date the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- During the term meet with the instructor, at your facility, to briefly discuss the student's progress. The meeting will take 15 – 30 minutes. Also, sign time sheets provided by the student
- By the end of the term or upon completion of projects, rate the project accomplishments, date and sign the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- Also at the end of the term provide your assessment of the student's 21st Century Workplace Skills by completing the "Employer Evaluation of Student Workplace Competencies".

Please call us at 925.473 7417 or email us at Tsanders@losmedanos.edu if you have any questions about the program. Your suggestions are welcomed. For more information visit our website at www.losmedanos.edu/cwee.

Employer/Supervisor Signature _____

Date _____

TIMETABLE & GRADING GUIDELINES

Week	Activity or Requirement	Maximum Points
1 st – 3 rd	Student discusses program with employer and arrives at tentative “objectives”. Fills out objective worksheet.	(5) _____
1 st – 3 rd	Student sets up meeting with CWEE Instructor to review/modify/finalize objectives and discusses course requirements. Student submits finalized objectives and 1 st Student Evaluation of Personal Workplace Competencies	(15) _____
2 nd – 5 th	CWEE Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to CWEE Office.	(5) _____
8 th – 10 th	Student meets with CWEE Instructor to discuss progress and remainder of course requirements, etc.	(5) _____
16 th	Student completes Field Report and mails/delivers it to CWEE Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with CWEE Instructor.	(50) _____
16 th – 17 th	CWEE Instructor visits job site and picks up Employer’s Final Rating Form; discusses Student’s status; assigns points based on employer’s rating: 90 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	(90) _____
16 th – 17 th	Student meets with CWEE Instructor to review entire semester and completes the following: 1. Student submits updated, one page résumé (10 points) 2. Student submits 2 nd Student Evaluation of Personal Workplace Competencies And Employer’s Evaluation of Workplace Competencies (10 points) 3. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears CWEE Instructor feedback on both the Field Report and overall student participation during the school term. (10 points)	(30) _____
	Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)	(-) _____
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = ≥ 119	(200) _____
		Total points possible

Reminder: COOP-160, 170 and 170A students receive either letter grade or Credit/No Credit. 140 points minimum is required for Credit Grade.

Creating Learning Objectives

The student must identify new and expanded learning objectives each semester, which must be measurable and within his/her range of accomplishment. The objectives must be developed and written by the student, as well as reviewed and approved by the employment supervisor and the instructor at the beginning of each semester. These objectives must reflect new and expanded responsibilities for the student. The employment supervisor and the student will discuss progress made in attaining the student's objectives.

Steps for Writing SMART Learning Objectives

◆Specific	◆Measurable	◆Action-Oriented	◆Relevant	◆Time-Based
• Specific:	Describe a precise or specific outcome.			
• Measurable:	Describe the system you'll put in place to measure your progress toward the achievement of your objective; include a number, percentage, or frequency when possible.			
• Action-Oriented:	Describe the specific actions you will take to accomplish the objective.			
• Relevant:	Can you make an impact on the situation? Is it important to your education? To your supervisor?			
• Time-Based:	Clearly define your completion date.			

In writing your objectives you will need to include the following five elements:

- What** you will to accomplish
- When** you will complete the objective
- How** you will do it (what steps you will take)
- How** will progress be evaluated
- Who** will evaluate progress

There are many kinds of objectives. Several categories are listed here, but you and your employer should not limit your thinking to these. Make yours *fit your job*.

- 1) Problem-solving on the job
- 2) New or different tasks or job responsibilities
- 3) Interpersonal relations at work
- 4) Improving effectiveness in doing tasks
- 5) Gaining new knowledge to improve job performance
- 6) Trying new ways to do things more effectively

Some examples of objectives

Increase sales and event awareness in the Children's Department by keeping all displays current and stocked. Evaluated by supervisor and measured by increased book sales over last quarter. Completion date: September 30.

Inventory the supplements by organizing supplements by type and expiration date and preparing the order for my supervisor. Evaluated by before and after photos and supervisor's evaluation. Completion date: October 31, 2008.

Edit and produce a lifestyles magazine and to improve my writing skills so that I may be able to write for such a publication by sitting in on weekly editorial meetings, as well as writing short pieces for the magazine. This will be evaluated by my supervisor to determine if my writing and research is considered acceptable for publication and be completed by Nov. 21.

Some Helpful Tips When Writing An Objective

a) What you will attempt to accomplish? By when?

Your stated objective must be specific and measurable. It also must be attainable in one semester's time.

Tip: It's best to start with an action verb when stating what you will attempt to accomplish. Popular work experience action verbs include:

Activate	Compare	Design	Increase	Prepare	Summarize
Analyze	Compile	Develop	Inspect	Rearrange	Survey
Apply	Compute	Direct	Instruct	Record	Transfer
Assemble	Convert	Devise	List	Reorganize	Update
Build	Coordinate	Establish	Maintain	Repair	Write
Calculate	Create	Expand	Modify	Report	
Categorize	Decrease	Identify	Monitor	Research	
Check	Deliver	Illustrate	Process	Revise	
Collect	Demonstrate	Implement	Produce	Simplify	

Example: Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of semester.

b) How (by what steps or methods) will you achieve it?

Tip: Your method(s) for achieving your objective should be clear, concrete, and available to you at the worksite. A combination of methods may be used. Typical methods for achieving CWEE objectives include:

- On-the-job training
- Daily practice
- Instruction from supervisor
- Observing co-workers
- Attending company seminar
- Studying product literature
- Reading manuals
- Training from co-workers
- Reviewing policies and procedures
- Rehearsing
- Planning/organizing
- Training from supervisor
- Assistance from specialist
- Demonstration and critique
- Daily consultations
- Advance preparations
- Gathering pertinent data
- Conduct review and analysis
- Doing surveys
- Developing new techniques

Example: Will accomplish this by studying software manual on electronic filing, and also with assistance from department's computer specialist.

c) How will this be evaluated? By whom?

Tip: Your objective should be designed so that your worksite supervisor will be able to directly (and objectively) assess the results. Typical criteria for evaluating progress include:

- Before & after comparisons
- Direct observation
- Demonstration & critique
- Formal employee evaluation
- Tabulation of receipts
- Progress reports
- Personal verification
- Testing
- Program review
- Cross-checking
- Review of reports
- Formal feedback session

Example: My office manager will cross-check paper files against electronic files to evaluate and verify results.

SAMPLE CWEE Objectives/Agreement**Student's Name:** Jane Doe**Student ID Number:** 1234567**LMC Instructor:** Mr. Bill Jones**Date:** 12-11-09**Employer:** American Fashion Stores

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?

Increase typing speed from 35 wpm to 50 wpm with less than 5 errors. To be accomplished by close of semester.

b) How (what steps or methods) will you achieve it?

Through daily on-the-job practice and regular timed typing tests.

c) How will this be evaluated? by whom?

Results will be evaluated by worksite supervisor who will verify speed through typing tests.

Obj# 2 a) What you will attempt to accomplish?..... by when?

Train new employee until he can work independently. To be accomplished by 9th week of semester.

b) How (what steps or methods) will you achieve it?

Will train through demonstration and critique; will co-review training manual with employee

c) How will this be evaluated? by whom?

New employee's ability to function to be evaluated by floor manager through direct observation at 9th week.

Obj# 3 a) What you will attempt to accomplish?..... by when?

By close of semester, will increase sales of sweaters by 20% above current rate of sales.

b) How (what steps or methods) will you achieve it?

Will achieve this by attending company sales seminar, and seeking assistance of store merchandizing specialist.

c) How will this be evaluated? by whom?

Department manager will tabulate sales receipts at close of semester and calculate % of increase.

Obj# 4 a) What you will attempt to accomplish?..... by when?

Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of the semester.

b) How (what steps or methods) will you achieve it?

Will accomplish this by studying software manual on electronic filing; and also with assistance from department's IT specialists.

c) How will this be evaluated? by whom?

My office manager will cross-check paper files against new electronic files and verify results.

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

Student's Signature _____

Employer Supervisor's Signature _____

LMC Instructor's Signature _____

CWEE Coordinator _____

Evaluation Of Objectives

(Employment Supervisor's Use Only)

Obj #1	Obj #2	Obj #3	Obj #4
--------	--------	--------	--------

Rating Scale (To Be Done at End of Semester)**A**= Far Exceeds Average Accomplishments **C**= Average Accomplishments**B**= Better than Average Accomplishment **D**= Limited Accomplishments

Average Hrs.

Total Weeks Worked

Worked Weekly _____

During the Semester _____

Employment Supervisor's Signature

Dist: 1)Employment Center 2) Employer 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of Employer contacts _____

Number of Student contacts _____

Instructor's Signature

Date

CCCD does not discriminate on basis of race, national origin, sex or handicap, in employment or educational processes, and expects affiliated employers to also adhere to such policy.

CWEE Objectives/Agreement**Student's Name:****Student ID Number:****LMC Instructor:****Date:****Employer:**

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 2 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 3 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

Obj# 4 a) What you will attempt to accomplish?..... by when?

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? by whom?

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

Student's Signature _____

Employer Supervisor's Signature _____

LMC Instructor's Signature _____

CWEE Coordinator _____

Evaluation Of Objectives**(Employment Supervisor's Use Only)**

Obj #1	Obj #2	Obj #3	Obj #4

Rating Scale (To Be Done at End of Semester)**A= Far Exceeds Average Accomplishments C= Average Accomplishments****B= Better than Average Accomplishment D= Limited Accomplishments**

Average Hrs.

Total Weeks Worked

Worked Weekly _____

During the Semester _____

1)CWEE Cordiantor 2) Employer 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of Employer contacts _____

Number of Student contacts _____

Instructor's Signature _____

Date _____

Cooperative Work Experience Education & Internships

1st Student Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethics/Social Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Cooperative Work Experience Education & Internships

2nd Student Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Ethics/Social Responsibilities:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Cooperative Work Experience Education & Internships

Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7417

Student Name: _____ Student I. D. # _____

Company/Organization: _____ Student Job Title: _____

Rating Scale:

4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
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<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

Supervisor's Printed Name

Supervisor's Signature

Date

Instructor's Printed Name

Instructor's Signature

Date

Student's Printed Name

Student's Signature

Date

Student's Field Report

Participation in Cooperative Work Experience also requires writing a report. **This written report or essay is to be submitted during the 16th week of the semester or when your instructor requires it.** Be sure to check with your instructor **before** it is due.

The **theme** of your paper should deal with your objectives and how they were achieved. Begin by stating the objective. Then discuss why you selected it, what need it filled or value it had for you and the employer. After providing this background information, then explain how the objective was accomplished. Explain how you planned to complete it, what aspects of the plan worked, and what changes were required to meet your goal. You must do the above for each and every objective. (Please see sample on next page)

Format & length: Your paper must be typewritten, clearly presented, and suitable for college-level work.

Four objectives = 4 page report
Three objectives = 3 page report
Two objectives = 2 page report
One objective = 1 page report

If the content or format is not acceptable, your instructor will return it and withhold a final passing grade until it is corrected.

Suggestion: Make additional copies
Keep one; give one to your employer.

Cooperative Education

Student's Field Report

Student: Jane Doe
Course: Business 99-001
CWEE Instructor: Bill Jones
Session: Spring, 2009
Units: 2
Employer: Allied Claims Corporation
Supervisor: Mary Smith, Director, Budget Services Department

Objective #1:

Expand my abilities on microcomputer by learning how to do graphics. This will be accomplished by the end of the semester.

Background / Need / Value:

During the budget development process, a booklet is prepared by our office which includes graphs. The material for this booklet is typed and otherwise put together for printing by me, with the exception of the graphs which are completed by the Accountant in our office.

Completing this objective has provided me with additional knowledge and experience using the PlanPerfect spreadsheet program, and will enable me to make recommendations for further use of graphs to the Director, as I see a use for these. Also, by having two employees within the Department

able to create graphs, this objective supports one of the goals of the department which is “to continue to involve staff on cross-training, so that each section can run effectively with absences, and so that all individuals have the benefit of being exposed to other aspects of their section and can therefore grow professionally”.

How Accomplished:

I began by reading the manual provided for PlanPerfect. I followed the instructions as outlined, but was having difficulty creating a finished graph, and asked the Accountant for some help. I took notes as we went through the manual together, and we developed some step by step instructions through a kind of trial and error method. Just as I was “getting the hang of it”, I called our Word Processing Supervisor to ask a question, and she told me to stop learning the program on 3.0 PlanPerfect because we now had 5.0 available and it was easier and better. She sent someone from our Data Processing department to update the PlanPerfect program, and I started over again. Using a manual provided by the Word Processing Supervisor, I began reading and following the lessons outlined regarding graphs. This was a much easier manual to follow, and after a few days and hours of work, I was able to create sample graphs from the lessons within the manual and also sample bar and pie graphs using data from fiscal reports.

Objective #2:

To train Accounts Payable employee to use microcomputer and PlanPerfect software program to complete Revolving Cash Report independently. To be accomplished by the end of the semester.

Background / Need / Value:

One of the functions within the Accounts Payable section of the Budget Services Department is to maintain the Revolving Cash Account. The employee handling this account was keeping a manual record of transactions and because the report was lengthy, time consuming and required a lot of hand calculations, the Director felt it could be best handled by using a word processor. She discussed the possibility with me, and the timing was right for me to suggest that this be made one of my objectives.

With this new skill, the employee will be able to work independently on the Revolving Cash Report, so the report will be completed more efficiently. The appearance of the report will be better, and the figures will be automatically calculated with a higher degree of accuracy.

In addition, this training supports two of the goals of the department (to provide clear, accurate and up-to-date financial information, and to implement the use of personal computers where practical). It also provided the employee with additional training and experience, which will benefit her personally, and as I am interested in moving into the area of supervision one day, this practice in training will be beneficial to me.

How Accomplished:

I began by developing an outline showing the areas to be covered in each training session. I then met with the Accounting Supervisor to schedule dates and times when the employee and I could meet for training.

I used hands on instruction and continued with this style of training for two or three sessions. Further into the training, I tried something different. I sat at the computer and asked the employee to “walk me through” getting into the computer, creating a worksheet, etc; to assume she was the “trainer” and I the “trainee”, with no knowledge of computers or even a keyboard.

This worked very well, and both the employee and I benefited from this process which allowed her to explain what she knew and me to determine what further instruction was needed.

Student's Résumé

Participation in Cooperative Work Experience requires submitting an updated résumé. Like the field report, the résumé is due the 16th week of the semester.

The résumé must reflect your Work Experience achievements. Résumé preparation assistance is available at the **Career Center, Room 524**. To make an appointment please call (925) 439-2181, ext. 3252.

Hot Tips on Resume Writing

1. What IS a resume anyway?

Remember: a Resume is a self-promotional document that presents you in the best possible light, for the purpose of getting invited to a job interview.

It's *not* an official personnel document. It's not a job application. It's not a "career obituary"! And it's not a confessional.

2. What should the resume content be about?

It's not just about past jobs! It's about YOU, and how you performed and what you accomplished in those past jobs--especially those accomplishments that are most relevant to the work you want to do next. A good resume predicts how you might perform in that desired future job.

3. What's the fastest way to improve a resume?

Remove everything that starts with "responsibilities included" and replace it with on-the-job accomplishments. (See Tip 11 for one way to write them.)

4. What is the most common resume mistake made by job hunters?

Leaving out their Job Objective! If you don't show a sense of direction, employers won't be interested. Having a clearly stated goal doesn't have to confine you if it's stated well.

5. What's the first step in writing a resume?

Decide on a job target (or "job objective") that can be stated in about 5 or 6 words. Anything beyond that is probably "fluff" and indicates a lack of clarity and direction.

6. How do you decide whether to use a Chronological resume or a Functional one? The Chronological format is widely preferred by employers, and works well if you're staying in the same field (especially if you've been upwardly-mobile). Only use a Functional format if you're changing fields, and you're sure a skills-oriented format would show off your transferable skills to better advantage; and **be sure** to include a clear chronological work history!

7. What if you don't have any experience in the kind of work you want to do?

Get some! Find a place that will let you do some volunteer work right away. You only need a brief, concentrated period of volunteer training (for example, 1 day a week for a month) to have at least SOME experience to put on your resume.

Also, look at some of the volunteer work you've done in the past and see if any of THAT helps document some skills you'll need for your new job.

8. What do you do if you have gaps in your work experience?

You could start by looking at it differently.

General Rule: Tell what you WERE doing, as gracefully as possible--rather than leave a gap.

If you were doing anything valuable (even if unpaid) during those so-called "gaps" you could just insert THAT into the work-history section of your resume to fill the hole. Here are some examples:

- 1993-95 Full-time parent -- or

- 1992-94 Maternity leave and family management -- or
- Travel and study -- or Full-time student -- or
- Parenting plus community service

9. What if you have several different job objectives you're working on at the same time? Or you haven't narrowed it down yet to just one job target?

Then write a different resume for each different job target. A targeted resume is MUCH, much stronger than a generic resume.

10. What if you have a fragmented, scrambled-up work history, with lots of short-term jobs?

To minimize the job-hopper image, combine several similar jobs into one "chunk," for example:

- 1993-1995 **Secretary/Receptionist**; Jones Bakery, Micro Corp., Carter Jewelers -- or
- 1993-95 **Waiter/Busboy**; McDougal's Restaurant, Burger King, Traders Coffee Shop.

Also you can just drop some of the less important, briefest jobs.

But don't drop a job, even when it lasted a short time, if that was where you acquired important skills or experience.

11. What's the best way to impress an employer?

Fill your resume with "PAR" statements. PAR stands for Problem-Action-Results; in other words, first you state the problem that existed in your workplace, then you describe what you did about it, and finally you point out the beneficial results.

Here's an example: "Transformed a disorganized, inefficient warehouse into a smooth-running operation by totally redesigning the layout; this saved the company thousands of dollars in recovered stock."

Another example: "Improved an engineering company's obsolete filing system by developing a simple but sophisticated functional-coding system. This saved time and money by recovering valuable, previously lost, project records."

12. What if your job title doesn't reflect your actual level of responsibility?

When you list it on the resume, either replace it with a more appropriate job title (say "Office Manager" instead of "Administrative Assistant" if that's more realistic) OR use their job title AND your fairer one together, i.e. "Administrative Assistant (Office Manager)"

13. How can you avoid age discrimination?

If you're over 40 or 50 or 60, remember that you don't have to present your entire work history! You can simply label THAT part of your resume **"Recent Work History"** or **"Relevant Work History"** and then describe only the last 10 or 15 years of your experience. Below your 10-15 year work history, you could add a paragraph headed "Prior relevant experience" and simply refer to any additional important (but ancient) jobs without mentioning dates.

14. What if you never had any "real" paid jobs -- just self-employment or odd jobs? Give yourself credit, and create an accurate, fair job-title for yourself. For example:

- A&S Hauling & Cleaning (Self-employed) -- or
- Household Repairman, Self-employed -- or
- Child-Care, Self-employed

Be sure to add "Customer references available on request" and then be prepared to provide some very good references of people you worked for.

15. How far back should you go in your Work History?

Far enough; and not too far! About 10 or 15 years is usually enough - unless your "juiciest" work experience is from farther back.

16. How can a student list summer jobs?

Students can make their resume look neater by listing seasonal jobs very simply, such as "Spring 1996" or "Summer 1996" rather than 6/96 to 9/96. (The word "Spring" can be in very tiny letters, say 8-point in size.)

17. What if you don't quite have your degree or credentials yet?

You can say something like:

- Eligible for U.S. credentials -- **or**
- Graduate studies in Instructional Design, in progress -- **or**
- Master's Degree anticipated December 1997

18. What if you worked for only one employer for 20 or 30 years?

Then list separately each different position you held there, so your job progression within the company is more obvious.

19. What about listing hobbies and interests?

Don't include hobbies on a resume unless the activity is somehow relevant to your job objective, or clearly reveals a characteristic that supports your job objective. For example, a hobby of Sky Diving (adventure, courage) might seem relevant to some job objectives (Security Guard?) but not to others.

20. What about revealing race or religion?

Don't include ethnic or religious affiliations (inviting pre-interview discrimination) UNLESS you can see that including them will support your job objective. Get an opinion from a respected friend or colleague about when to reveal, and when to conceal, your affiliations.

21. What if your name is Robin Williams?

Don't mystify the reader about your gender; they'll go nuts until they know whether you're male or female. So if your name is Lee or Robin or Pat or anything else not clearly male or female, use a Mr. or Ms. prefix.

22. What if you got your degree from a different country?

You can say "Degree equivalent to U.S. Bachelor's Degree in Economics-Teheran, Iran."

23. What about fancy-schmancy paper?

Employers tell me they HATE parchment paper and pretentious brochure-folded resume "presentations." They think they're phony, and toss them right out. Use plain white or ivory, in a quality appropriate for your job objective. Never use colored paper unless there's a very good reason for it (like, you're an artist) because if it gets photo-copied the results will be murky.

24. Should you fold your resume?

Don't fold a laser-printed resume right along a line of text. The "ink" could flake off along the fold.

FUNCTIONAL RESUME SAMPLE

(Notice that there are no dates in this format)

Mary Lamb

555 Fairytale Lane

Neverland, CA 55555

(555) 555-5555

mary_lamb@email.com

OBJECTIVE

Seeking a position as a sales representative

SUMMARY of QUALIFICATIONS

- 12 years successful experience in direct sales of a range of products and services
- Motivated and enthusiastic about developing good relationships with clients
- Effective working alone or on a team

RELEVANT SKILLS

Sales & New Account Development

- Increased a small publication's advertising revenue by 25% through promotion and research
- Made cold calls to approximately 100 individuals weekly resulting in 20 new subscribers per month
- Developed new distribution outlets for a special interest magazine

Customer Relations

- Coordinated product information and distribution for 75 field representatives
- Promoted giftware products at various trade shows throughout the United States

Advertising/Distribution

- Oversaw the production of advertising and placement in major trade publication
- Utilized skills in digital photography and graphic design to create 20 page giftware catalog

EMPLOYMENT HISTORY

Sales Coordinator

Jana Imports

Somewhere, CA

Distributor Coordinator

Edwards Publishing

Neverland, CA

Co-owner/Manager

Bob's Dairy

New City, CA

EDUCATION

Bachelor of Arts, Business Administration

California State University, East Bay

CHRONOLOGICAL R. FORMAT

Address

City, State ZIP

Phone

Email

Objective

Seeking full time/part time position in/as a _____

HIGHLIGHTS OF QUALIFICATIONS

- List at least four qualifications you have
- *Example* Number of years experience
- *Example* Computer Skills
- *Example* Languages

EMPLOYMENT HISTORY Most Recent Position First

20XX- Present	Company	City, State
---------------	---------	-------------

Job Title

- Four bullet points reviewing responsibilities/duties
- Place in order of most relevance
- Quantify and Qualify your experience
- Document Awards and Achievements

EDUCATION/TRAINING Most Recent Education First

20XX- Present Los Medanos College Pittsburg, CA

Certificate or Degree Earned (if any)

Courses for Professional Development

Courses towards Degree in _____

4/2009	Customer Service Training	Pittsburg, CA
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Club Memberships/Professional Associations

2007- Present	Member of Alpha Gamma Sigma	Officer: Treasury
---------------	-----------------------------	-------------------

2007- Present National Association of Student Nurses

Los Medanos College
Cooperative Work Experience Education

Monthly Time Record

Student Name: _____ Month: _____

This time card must be filled out, signed by student and worksite supervisor, and turned in no later than the fifth day of the following month. (For example, your April time card would be due no later than May 5)

Indicate the number of hours worked each day in the space provided. Be sure to indicate the total hours worked during the month.

Date	Hours Worked
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Date	Hours Worked
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Date	Hours Worked
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	

Monthly Total: _____

I certify that the above record of time worked is true and correct.

Student's Signature Date

Supervisor's Signature Date

EVALUATE THE PROGRAM

Student ID# _____ Due: _____

Student Name _____

Directions: Submit this evaluation from to the Work Experience Office by the date above. **Do not turn in before meeting with your instructor for the 2nd time.**

PROGRAM COMPONENTS

Strongly
Agree

Strongly
Disagree

- | | | | | | | |
|-------|---|---|---|---|----|--|
| 5 | 4 | 3 | 2 | 1 | 1. | After completing orientation did you understand the program requirements? |
| 5 | 4 | 3 | 2 | 1 | 2. | Did the student assessment help you develop four realistic Learning Objectives? |
| 5 | 4 | 3 | 2 | 1 | 3. | As a result of writing the objectives, did you learn new skills on the job? |
| 5 | 4 | 3 | 2 | 1 | 4. | Was writing the student report helpful in identifying what you accomplished while enrolled in Work Experience? |
| 5 | 4 | 3 | 2 | 1 | 5. | Were you able to apply knowledge gained from the seminars on the job or in your personal life? |
| 5 | 4 | 3 | 2 | 1 | 6. | Did Work Experience contribute to your receiving increased responsibilities, higher salary or promotion? |
| 5 | 4 | 3 | 2 | 1 | 7. | As a result of Work Experience, did you have improved communication with your supervisor regarding your job performance? |
| 5 | 4 | 3 | 2 | 1 | 8. | Did you find your enrollment in the Work Experience Program valuable or beneficial? |
| <hr/> | | | | | | |
| | | | | | 9. | Which 21 st Century Work Skills did you improve? _____ |
| <hr/> | | | | | | |

YOUR INSTRUCTOR

Strongly
Agree

Strongly
Disagree

- | | | | | | | |
|---|---|---|---|---|-----|--|
| 5 | 4 | 3 | 2 | 1 | 12. | The instructor was available and responsive to you either by phone, in person, and/or e-mail. |
| 5 | 4 | 3 | 2 | 1 | 13. | The instructor was helpful in providing information related to your job, career, work experience program, and/or college services. |
| 5 | 4 | 3 | 2 | 1 | 14. | The instructor was helpful in the review/revision of your objectives. |
| 5 | 4 | 3 | 2 | 1 | 15. | The instructor's relations with you as a student were positive. |
| 5 | 4 | 3 | 2 | 1 | 16. | The instructor was generally prepared and on time for job site visitations with you and your supervisor. |
| 5 | 4 | 3 | 2 | 1 | 17. | The instructor explained clearly what is expected of students. |

18. My instructor contacted my supervisor _____times

• My instructor's name is _____

General comments about the instructor

I ENROLLED

True/Yes False/No

Y N

19.because it is required.

Y N

20.to earn credit towards a certificate or degree.

Y N

21.because it was recommended by my supervisor.

Y N

22.to qualify for financial aid.

Y N

23.to earn units to transfer to another college.

Y N

24.to improve myself as an employee

Y N

25. other _____

Y N

26. Do you plan on enrolling in Work Experience in future semesters?

27. If no, why not? _____

HOW I LEARNED OF THE PROGRAM

True/Yes False/No

Y N

29. On campus news publication

Y N

30. Off campus news publication

Y N

31. Postcard

Y N

32. Schedule of classes

Y N

33. Friends

Y N

34. Counselors

Y N

35. Instructors

Y N

36. In-class presentations

Y N

37. Posters around campus

Y N

38. College Website

Co-op Work Experience Objectives/Agreement**LMC Instructor:****Student's Name:****Date:****Social Security Number:****Employer :**

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 a) What you will attempt to accomplish?..... by when?**b) How (what steps or methods) will you achieve it?****c) How will this be evaluated? by whom?****Obj# 2 a) What you will attempt to accomplish?..... by when?****b) How (what steps or methods) will you achieve it?****c) How will this be evaluated? by whom?****Obj# 3 a) What you will attempt to accomplish?..... by when?****b) How (what steps or methods) will you achieve it?****c) How will this be evaluated? by whom?****Obj# 4 a) What you will attempt to accomplish?..... by when?****b) How (what steps or methods) will you achieve it?****c) How will this be evaluated? by whom?**

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during semester to discuss/evaluate student's progress.

Student's Signature_____
Empl. Supervisor's Signature_____
LMC Instructor's Signature_____
Director, Work Exp. Educ.**Evaluation Of Objectives**

(Employment Supervisor's Use Only)

Obj #1

Obj #2

Obj #3

Obj #4

Rating Scale (To Be Done at End of Semester)

A= Far Exceeds Average Accomplishments**C**= Average Accomplishments**B**= Better than Average Accomplishment**D**= Limited AccomplishmentsAverage Hrs.
Worked Weekly _____Total Weeks Worked
During the Semester __________
Employment Supervisor's Signature

Dist: 1)Work Experience Office 2) Employment Supr. 3) LMC Instructor 4) Student

Instructor's Use Only

Units _____

Grade _____

Number of
Employer Contacts _____Number of
Student Contacts __________
Instructor's Signature_____
Date

CCCD does not discriminate on the basis of race, national origin, sex or handicap, in the employment or educational processes, and expects affiliated employers to also adhere to such policy.

S:Coop.doc 6/30/98

BAYWORK Internship Inventory Project-- A quick survey of existing Water/ Wastewater Industry internship strategies

rev.SC.1.28.15

[illegible]

TIMETABLE & GRADING GUIDELINES: LATE START SPRING 2015

Week	Activity or Requirement	Maximum Points
1 st – 2 nd	Student discusses program with employer and arrives at tentative “objectives”. Fills out objective worksheet. (<u>March 9-20th</u>)	(5) _____
1 st – 2 nd	Student sets up meeting with CWEE Instructor to review/modify/finalize objectives and discusses course requirements. Student submits finalized objectives and 1 st Student Evaluation of Personal Workplace Competencies	(15) _____
3 rd – 6 th	CWEE Instructor visits Employer and confirms validity of objectives. Turns in Objective/Agreement to CWEE Office. (<u>March 23rd – April 10th</u>)	(5) _____
7 th -8 th	Student meets with CWEE Instructor to discuss progress and remainder of course requirements, etc. (<u>April 20th – May 1st</u>)	(5) _____
9 th	Student completes Field Report and mails/delivers it to CWEE Instructor. Maximum of 50 points awarded for field report, based on format, content, clarity of presentation, and timely submission. Student also makes appointment for final meeting with CWEE Instructor. (<u>By May 8th</u>)	(50) _____
9 th – 11 th	CWEE Instructor visits job site and picks up Employer’s Final Rating Form; discusses Student’s status; assigns points based on employer’s rating: 90 points maximum allotted according to the following (A = 4, B = 3, C = 2, D = 1) cumulative conversion table: (<u>May 4th-20th</u>) GPA of 4.0 = 90 points GPA of 2.0 – 3.4 = 50 points GPA of 3.5 – 3.9 = 80 points GPA of 1.5 – 1.9 = 40 points GPA of 3.0 – 3.4 = 70 points GPA of 1.0 – 1.4 = 30 points GPA of 2.5 – 2.9 = 60 points <i>Example:</i> Student receives following employer grades for 4 objectives: A, B, B, C. (A = 4, B = 3, B = 3, C = 2) -- 4 + 3 + 3 + 2 = 12; 12 ÷ 4 = 3.0; which results in 70 points.	(90) _____
9 th – 11 th	Student meets with CWEE Instructor to review entire semester and completes the following (<u>May 4th-20th</u>): 1. Student submits updated, one page résumé (10 points) 2. Student submits 2 nd Student Evaluation of Personal Workplace Competencies And Employer’s Evaluation of Workplace Competencies (10 points) 3. Discusses performance on objectives/employer’s final rating. Tells own sense of progress and hears CWEE Instructor feedback on both the Field Report and overall student participation during the school term. (10 points)	(30) _____
	Point loss due to late objectives. Students who fail to submit finalized objective agreement form by close of 5 th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (Reminder: Failure to submit finalized objective agreement form by 7 th week will result in an automatic drop from the course.)	(-) _____
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = ≥ 119 Reminder: COOP-160, 170 and 170A students receive either letter grade or Credit/No Credit. 140 points minimum is required for Credit Grade.	(200) _____ Total points possible

Title V: Education
Division 6: California Community Colleges
Chapter 6: Curriculum and Instruction
Subchapter 3: Alternative Instructional Methodologies

Article 4: Cooperative Work Experience Education
Effective 04/10

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§ 55250. Approved Plan Required.

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

§ 55250.2. Laws or Rules Applicable to Minor Students in Work Experience.

All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses.

§ 55250.3. "Work Experience Education."

Work-experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.

§ 55250.4. Funds for Work Experience Programs for Students with Developmental Disabilities.

The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.

The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the workexperience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

§ 55250.5. Work-Experience Education Involving Apprenticeable Occupations.

Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

§ 55250.6. Work Experience Outside of District.

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district.

§ 55250.7. Wages and Workers' Compensation.

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

§ 55251. Requirements of Plan.

(a) The district plan shall contain the following provisions:

(1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor.

(2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.

(3) A specific description for each type of Cooperative Work Experience Education program.

(4) A description of how the district will:

(A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.

(B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255.

(C) Assure that students' on-the-job learning experiences are documented with written measurable learning objectives.

(D) With the assistance of employers, evaluate students on-the-job learning experiences.

(E) Describe basis for awarding grade and credit.

(F) Provide adequate clerical and instructional services.

(b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the Chancellor.

§ 55252. Types of Cooperative Work Experience Education.

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.

(b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.

§ 55253. College Credit and Repetition.

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161,

attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

§ 55254. Student Qualifications.

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
 - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
 - (3) Validate hours worked.

§ 55255. District Services.

- (a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:
 - (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
 - (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
 - (3) Consultation with students in person to discuss students' educational growth on the job.
- (b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to

the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

§ 55256. Records.

(a) The district shall maintain records which shall include at least the following:

- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
- (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
- (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
- (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

- (1) Consultation(s) in person with the employer or designated representative.
- (2) Personal consultation(s) with the student.
- (3) Evaluation of the student's achievement of the on-the-job learning objectives.
- (4) The final grade.

§ 55257. Job Learning Stations.

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Cooperative Work Experience Program

Instructor's Record of Employer and Student Consultations

The following record of employer and student consultations is to be signed and submitted for inclusion in the student's folder at the close of the semester. The Cooperative Work Experience Program requires instructors to make a minimum of one on-site visit with each participating employer during the course of the semester. It also requires a minimum of two personal meetings with each participating student.

Student _____ CWEE Instructor _____

Employer _____ Worksite Supervisor _____

EMPLOYER VISITATIONS

- 1ST Visit - Date: _____

Location of Meeting: _____

Purpose: _____

Outcomes/Comments: _____

- 2nd Visit - (Optional): _____

Location of Meeting: _____

Purpose: _____

Outcome/Comments: _____

MEETINGS WITH STUDENT

- 1st Meeting - Date: _____

Location of Meeting: _____

Purpose: _____

Outcome/Comments: _____

- 2nd Meeting - Date: _____

Location of Meeting: _____

Purpose: _____

Outcome/Comments: _____

CWEE Instructor's Signature: _____ Date: _____

Comments: _____

The Work-Based Learning Handbook



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Acknowledgments

This handbook was developed to revise and update information from the original “Resource Guide for Administrators and Coordinators of CWEE,” which was prepared in 1994 by the Career Development Services Office at Diablo Valley College as a revision from the 1983 Resource Guide.

The intent of this handbook is to provide an online version of a handbook for quick reference to areas and issues central to the effective implementation and operation of CWEE and work-based learning programs.

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Introduction

Work-based Learning Programs

Work-based learning (WBL) programs combine academic study and practical work experience to develop students' marketable skills and prepare them for a successful career. Work-based learning opportunities may include: apprenticeships, Cooperative Work Experience Education, internships, job shadowing mentoring, clinical experience, work study programs, service learning, informational interviewing, trade show attendance, business tours, field experience and community service learning.

Mandatory Requirements for CWEE Work-based Learning Programs

Apprenticeships, Cooperative Work Experience Education, and internships have mandatory CWEE compliance under California Code, Title V regulations, and Education Code requirements.

California Code Regulations, Title V

The California Code of Regulations (CCR) website contains the text of the regulations that have been formally adopted by state agencies, reviewed and approved by the Office of Administrative Law, and filed with the Secretary of State. Title V of the "California Code of Regulations" deals with Education Law. Sections 55250 – 55257 and 58009 cover CWEE programs.

Click on <http://ccr.oal.ca.gov/default.htm>

Click on California Code Regulations (left side).

Click on, "Title 5"

Click on Query Template - Go to a specific section.

Module I. Planning a Work-based Learning Program

Each college should choose the administrative structure that best fits the college's current and future work-based learning (WBL) goals. The following are examples of work-based learning structures:

Decentralized - individual departments or divisions handling administrative, management and other program functions

Centralized - one central office handles the administrative and management functions and works closely with each division or department in carrying out the instructional component of the program

District-wide - all functions of work-based learning are handled by a district-wide program manager

Types of CWEE programs

There are two types of CWEE:

General Work Experience Education

- Supervised employment of students with the intent to assist them in acquiring desirable work habits, attitudes and career awareness
- Student's jobs need not be directly related to their educational goals

Occupational Work Experience Education

- Supervised employment of students designed to extend their classroom-based experience
- Occupational learning at an on-the-job learning station in fields directly related to their educational or occupational goals

Types of CWEE plans:

There are two different plans for CWEE:

Parallel Plan

This is a general or occupational CWEE plan offering students the opportunity to attend college classes and earn college credit for concurrent learning on the job.

- During regular semesters or quarters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. (Enrollment in an accredited secondary through four-year institution or equivalent course work may meet this requirement).
- During summer sessions, students must enroll in one class in addition to CWEE

Alternate Plan

This occupational CWEE plan is designed to allow students to attend college full-time one semester, and work full-time the following semester or quarter. Concurrent enrollment will be limited to one class.

Program Needs Assessment

Determine work-based learning service through interviews, surveys and /or focus groups, and validate information gathered through advisory committees comprised of faculty, employers, students, community members and One-Stop Center partners.

Advisory Committees

Advisory committee functions include:

- Making recommendations concerning the WBL program's policies and procedures.
- Publicizing the program to business, industry and government in the community.
- Interpreting data on employment opportunities and standards of performance.
- Assisting in locating WBL work stations

The advisory committee can help answer questions regarding the potential for a work-based learning program, for instance:

- Is there a need for student employees with specific training? If so, what areas?
- Are there an adequate number of workstations in the community?
- What are the current occupational trends in the area?

After it is determined that a work-based learning program is feasible, it is necessary to plan the program.

Validate information gathered through feedback from advisory committees by:

- Examining occupational education currently available in the college or district.
- Determining the need for work-based learning and designing a work-based learning program to complement current and future programs.
- Presenting the WBL program to college administration, counselors and faculty, and obtaining their support of the program.
- Meeting with other faculty and the counseling staff on a one-to-one basis, and Presenting the proposed program to division or departments (if a college-wide Program is being established).

Surveys

- Survey your students to determine their attitudes toward the program and their career and educational needs. Choose questions that will allow you to obtain the following information, for instance:

How many students are interested in obtaining work experience in their major or career?

- What are students' occupational goals?

- Do currently employed students feel they could profit from work-based learning programs?
- Which work-based learning programs are of interest to the students?
- Gain survey development assistance from the advisory committee
- Include survey input from the Employment Development Department staff, employer-employee representatives, college administrators, subject matter instructors and occupational program advisory committees
- Assess employer interest and the availability of work-stations through sources, Such as the occupational advisory committees

Operational Plan

Develop a plan that will be approved by the local Board of Trustees and by the California Community College Chancellor's Office. The district plan for CWEE programs must include Title V of the Education Code. The plan for CWEE must be sent for approval to the California Community College Chancellor's Office.

Title V Requirements of the CWEE District/College Plan

The district plan shall contain the following provisions for CWEE programs under Title V regulations:

- A statement that the district has officially adopted the plan, subject to approval by the State Chancellor.
- A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program
- A specific description for each type of work experience education program.
- A description of how the district will:
 - Provide guidance services for students during enrollment in work experience education
 - Assign a sufficient number of qualified, academic personnel to direct the program, and to assure district services required in section 55255
 - Assure that students' on-the-job learning experiences are documented with written measurable learning objectives
 - Evaluate students' on-the-job learning experiences, with the assistance of employers
 - Describe basis for awarding grade and credit
 - Describe provision for adequate clerical and instructional services

Module II. Commitment and Resources

The district/college demonstrates support by providing sufficient resources including: budget, records, staff and resources for workstations (employers) to establish and operate a work experience program.

Records

The district shall maintain appropriately signed (as indicated below) and dated records, which shall include at least the following:

- The type and units of Cooperative Work Experience Education in which each student is enrolled, where employed, type of job held, and the basis for determining whether the student is qualified for Occupational or General Work Experience Education (signed by academic personnel)
- A record of work permit issued, if applicable (signed by designated issuing agent)
- The employer's or designated representative's statement of student hours worked, and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets, or by a summary statement at the end of the enrollment period
- New or expanded on-the-job measurable learning objectives, which serve as part of the basis for determining the student's grade (signed by academic personnel, employer or designated representative, and student)
- Records must be maintained which as signed and dated by certificated Personnel documenting:
 - (1) Consultation(s) in person with the employer or designated representative.
 - (2) Personal consultation(s) with the student
 - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
 - (4) The final grade
- Records should be kept for five years for auditing purposes

Budget

Allocation of a budget to provide sufficient staffing, facilities and equipment and support of a marketing plan is critical for CWEE and other work-based learning programs.

The following factors should be considered, while developing a budget:

- What source or sources does your money come from within college, district, state, local and federal and other monies?
- Who determines how much money is allocated to the program?
- When should budget planning begin?
- What are the categories of expenditure?

Methods of Calculating FTES

- A process known as apportionment per unit of FTES (Full-time Equivalency Status) is used to determine the total income of a college district. Methods for computing FTES are described in Title V, section 58051

- A FTES in community colleges normally means 525 hours of attendance. For Work experience, a FTE equals 15 hours of CWEE credit per week for 35 weeks or 30 units of CWEE credit per week for a 17.5 - week term.

Application of Independent Study or Work Experience Attendance

One weekly student contact hour shall be counted for each unit of credit in which the student is enrolled as of the census dated prescribed in Section 58003.1 (b) or (c).

For credit courses full-time equivalent students in independent study or work-experience education courses in primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subsection (a) of this section, generated as of the census date prescribed in section 58003 (b) by the term length multiplier as provided for in section 58003.1 (f)(2).

Full-time equivalent student in independent study or work-experience education courses conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subsection (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

Staffing Activities

Work-based learning programs might be in many different departments and divisions throughout the college. Staffing should be sufficient to support the program(s). However, CWEE programs have mandated requirements for staff.

Program Manager

The individual responsible for primary leadership and supervision of CWEE activities is usually identified as the program manager or program director. In multi-campus community college districts, there may be district managers, as well as individual college program managers. The duties will vary from program to program.

- The program manager has responsibility for instructor/coordinator assignments, job development activities, student placement activities, and other operational functions.
- The program manager may be on administrative full-time assignment, partial assignment, or on regular faculty assignment, with WBL program management as a part of his/her responsibilities
- According to Title V regulation, section 53240, the minimum qualifications for educational administrators shall be all of the following:
 - Possession of a master's degree
 - One year of formal training, internship, or leadership experience Reasonably related to the administrative assignment.

Instructor/Coordinator

Instructor/Coordinators are qualified staff that is responsible for interaction with students on the job and in college. They serve as the liaison between the community and the educational institution.

Minimum Requirements for CWEE Instructor/Coordinator

Title V, section 53416, states the minimum qualifications for work experience education instructors or coordinators:

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Title V, section 55252, shall be the minimum qualifications in any discipline in which work experience may be provided at the college, where the instructor or coordinator is employed.

Duties of an Instructor/Coordinator include assisting students with:

- Developing measurable learning objectives
- Conducting on-the-job interviews with the employer and/or student as required by the state and district
- Maintaining all required records
- Development and placement at learning stations
- Development of public relations with administration, faculty, community groups, industry, business and other agencies
- Planning and registration for the program
- Curriculum development and implementation of the program
- Participating in the in-service training programs

Maintaining close liaison with CWEE/WBL occupational advisory committees and district instructional staff

Student/Instructor Ratio in the Work Experience Program

The student/instructor ratio in the Work Experience Program shall not exceed 125 students per full-time equivalent academic coordinator.

Clerical Support

- Title V requires that the district plan shall contain provisions for adequate clerical and instructional services to maintain required program records and handle program enrollment, grade submission and other duties
- Full-time clerical staff may be augmented with student assistants

Supervision of Students

The supervision of students shall be outlined in a learning agreement and coordinated by the college district under a state-approved plan. The employer and the qualified community college instructor/coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

- Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job
- Written evaluation of student's progress in meeting planned on-the-job learning objectives
- Consultation with students (in person) to discuss students' educational growth on the job
 - The district shall provide the above services at least once each per quarter or Semester for each student enrolled in CWEE

Adjunct Faculty for Consultation in a Different Region, State, or County

Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the in-person consultation for a student that is out of a college's geographical region, state, or in another country.

Joint Apprenticeship Committee Supervisory

For legally indentured apprentices, the requirements of the section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and Title 5 CWEE requirements remains with the college.

On-the-Job Supervisor (Employer)

The On-the-Job Supervisor is the person at the work station who supervises the student employee in his/her assignment.

On-the-Job Supervisors shall meet the following criteria:

- Maintain a copy of each student's approved on-the-job learning objectives.
- Provide adequate supervision, facilities, equipment and materials at the learning stations to achieve on-the-job learning objectives.
- Comply with all appropriate federal and state employment regulations.

Other indicators of high-quality work experience education work learning stations are as follows:

- Provides a learning experience that contributes to the student's occupational or educational goals.
- Allows the student to "pursue a planned program of work experience education, which in the opinion of the instructor/coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment" (Title V, section 55254).

The employer should:

- Provide adequate supervision to ensure a planned program of the student's job activities, so the student may receive maximum educational benefit
- Provide adequate workers' compensation insurance coverage for paid work. The college is responsible for providing workers' compensation insurance coverage for a non-paid position
- Maintain accurate records of the student's attendance
- Assist in determining the level of educational experience or learning potential in a work experience education
- Expect to teach certain skills which can be more effectively learned on the job
- Serve as an extension of the instructional staff of the college
- Identify skills, knowledge and attitudes students should bring to the job
- Identify skills that can be more thoroughly learned on the job
- Direct the student's daily progress in reaching his/her stated objective
- Assist in the selection of appropriate learning objectives as well as providing the students with the time and materials necessary to achieve them

When students already have full-time or part-time work, they may continue in such employment, if the instructor/coordinator, the employer and the student agree that the job situation has educational value.

Student Recruitment and Selection

- Select students that need, want and can profit from the program
- Instructors and counselors may refer students to the program, or students may make inquiry themselves
- Development of program marketing material are important for recruiting
- Prospective work-based learning students should be interviewed by the instructor/coordinator before enrolling in the program to assess the level of interest in work experience education.
- Procurement of a work station is necessary for enrollment into the work Experience education program

Placement of Students into Work Learning Stations

Placement of students in suitable work learning stations is one of the most important roles of the instructor/coordinator. The student's place of employment is referred to as a work experience education job learning station or workstation. Title V, section 55257, specifies the basic requirements for a job learning station.

Job learning stations shall meet the following criteria:

- Offer a reasonable probability of continuous work experience for students, during the current work experience enrollment term.
- Will not endanger the health, safety, welfare or morals of students

Developing Workstations

Title V, section 55255, states that the district is required to "provide sufficient services for initiating and maintaining on-the-job learning stations."

Work learning stations can be developed through the following methods:

- Instructor/coordinator's personal contacts with employers
- Membership and participation in service club, trade organizations and associations, and other community and civic groups, which offer additional opportunities for work experience education job development and placement
- Development of a computerized job database or Internet database of job/ work-based learning opportunities
- Close coordination and communication with job placement staff

Site development may be planned through the following sources:

- Current labor projections from Employment Development Department,
- U.S. census information, estimates of business and industry, future employment trends (U.S. Department of labor)
- Various employment journals
- Chambers of Commerce
- Library references on occupational opportunities, industrial business directories, And employment offices

Module III. Activities and Services

Develop a variety of work-based learning opportunities, which might include: apprenticeships, Cooperative Work Experience Education, internships, job shadowing, work study programs, mentoring, clinical experience, work study, and service learning programs.

Types of Work-based Learning Programs

Apprenticeships

An apprenticeship is an education and training process. A student spends part of the time in the classroom, and the remainder of the time in the working atmosphere.

The following criteria must be met:

- An industry, employer, employer group, labor union, or other formal community or work-based organization joins to provide formal instruction in which a structured work-based experience is an integral part of the instruction
- An apprentice agrees to work for the employer for a specified period of time
- The employer agrees to provide structured and formal training in a specified field or trade over a defined period of time
- The employer provides continued technical level employment after the training is successfully completed
- CWEE requirements are mandated

Apprenticeship programs may be found in area technical centers, community colleges, and high schools. At the high school level, involvement in formal, paid apprenticeship programs is often limited to the 11th and 12th grades.

For more information on apprenticeships, go to the Division of Apprenticeship Standards (DAS) website at www.dir.ca.gov/DAS/das.html

Cooperative Work Experience Education

- A method of instruction of career education for individuals who, through written cooperative arrangements between the school and employers, receive work-based learning
- Work periods and school attendance may be on alternate half days, full days, weeks, or the other periods of time in fulfilling the cooperative program
- A well-structured plan that integrates classroom knowledge with productive work experience in a business/industry work setting
- Depends on a strong link between school and business and industry partners
- Employers must be committed to adding value to the student, rather than using the student solely for their own benefit
- Teachers must be active in facilitating the placement and supervision of students
- CWEE regulations are mandated

Internships

- Perform in the role for which they are training even though they are under supervision
- Connect the world of theory with the “real-world” of practice
- Short-term and are most often non-paid
- Offer students an opportunity to function in professional work situations, rather than simulations
- Provide “on-the-job” training experiences
- Require three basic components: the academic institution, the sponsoring agency, and the intern
- CWEE regulations are mandated

Job Shadowing

- Allows students to follow an employee during a typical day or period of time, and observe and ask questions about a particular career
- Allows students to learn about a particular occupation or industry without actually being involved in hands-on activities
- Assists students with exploring a range of career objectives, and selection of a career major

Mentoring

- Promotes the development of the learner or student
- Mentor is assumed to be a role of nurturing and assisting the student in his or her quest for understanding
- Mentors may be established through employer/community partnerships
- Results include increased student motivation, diligence, and better social orientation

Clinical Experience

- Used in the health fields, mainly
- Provides the student with hands-on work experiences in real job settings
- Similar to internship and work experience programs except that it requires close supervision and must be linked closely with classroom study
- Students working on real clients and patients
- Contracts and agreements with clinical sites are much more complex due to the liability issues and requirements of health care agencies
- Legal or risk management professionals should review contracts

Work-Study Programs

- Used as a means of financial aid to support students
- Work assignments could be developed with greater alignment and relationships to study programs, as a way to provide work-based experience to students
- Can provide a wide variety of general employability skills that enhance all careers
- Employability skills such as teamwork, punctuality, problem solving, communications skills, safety, interpersonal relationship, appropriate attitudes, and work ethics may be learned

Service Learning

- Process of learning through the experience of rendering service in the school or in the community, and actively reflecting upon the experience
- Service activity becomes an integral part of the curriculum and often includes learning activities in preparation for the service, and reflection after the service activity is completed
- There are many variations for weaving service into the school curriculum, but the most common approaches include:
 - A separate course devoted to service learning (required or elective)
 - Service as a major assignment within existing courses
 - Service as an extra-curricular activity but required for graduation

Coordination of College and Community Programs and Services

Utilize counseling, employment, and career guidance/job placement services on campus for student support in pre and post employments, as well as connecting activities programs and services that teach the following subjects:

- Career/education planning skills
- Career assessments and interpretation
- Career/job information and resources
- Career/education clarification
- Job hunting techniques
- Assistance with resume writing and interviewing techniques
- Assistance with finding major-related work-based learning sites

College programs, services and resources may support instructors in integrating work-based learning curriculum and/or programs with the following:

- Current job market trends
- Connections to business and industry
- Information on work-based learning activities that may be integrated into curriculum
- Information on career resources that may be integrated into curriculum

Learning Centers

Learning Centers may offer individualized instruction for career development using text materials and audio-visual presentations

Special Programs

Connect work-based learning services and programs with special services for physically and mentally handicapped and educationally disadvantaged students. WBL programs may assist the students in ultimately finding work.

College Work-Study Programs

College Work-Study Programs may assist with enrolling and assisting state or federal work-study students, whose jobs qualify under Title V guidelines

Community Linkages

Develop active partnerships between college departments and divisions and the following community and business/industry organizations for work learning stations:

- Employers involved in occupational advisory committees
- Chamber of Commerce
- Regional One-Stop Career Centers
- Business and professional organizations and other related organizations

Computerized Databases – Job Placement

Many WBL programs publicize opportunities through computerized databases, such as MonsterTRAK (www.monstertrak.com). Some schools have developed their own database for students to access jobs and internships within the Job Placement Office. Some Cooperative Work Experience Education and Work-based Learning programs have developed their own databases to assist with publicizing jobs and internships.

If possible, it is best to have one central place where employers can place job and work-based learning opportunity information, since a central place allows easy access to information for the employer, student and Instructor.

Student Orientations

Student orientations to WBL programs are important to develop, so that students understand the policies and procedures of each program. These orientations can be delivered through workshops, videos, and individualized or computerized information. Students may learn about the qualifications of the program. They must understand the forms required for the program, and any coordinating activities that must be met. The following subject areas in this Module should be presented to the student during the orientations.

Student Qualifications for CWEE (Student Orientations)

In order to participate in CWEE, students shall:

- Pursue a planned program of CWEE, which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment
- Have on-the-job leaning experiences that contribute to their occupational or education goals
- Have the approval of the academic personnel
- Meet the following condition, if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative
- Assist the student in identifying new or expanded on-the-job learning objectives
- Assist in the evaluation of the student's identified on-the-job learning objectives
- Validate hours worked

In addition, students shall satisfy one of the following three criteria:

1. Be an apprentice as defined by Labor Code, section 3077, who is enrolled in related or supplementary courses required of the apprenticeship programs, or
2. Be enrolled in the parallel plan
This General or Occupational CWEE plan offer students the opportunity to attend college classes and earn college credit for concurrent learning on the job
 - During regular semesters or quarters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. Enrollment in an accredited secondary through four-year institution, or equivalent course work may meet this requirement
 - During summer sessions, students must enroll in one other class in addition to CWEE; or
3. Be enrolled in the Alternate Plan.
This plan is designed to allow students to attend college full-time one semester, and work full-time the following semester or quarter. Concurrent enrollment will be limited to one class.

Work Experience Credit (Student Orientations)

- One student contact hour is counted for each unit of work experience credit for which a student is enrolled during any census period
- In no case shall duplicate student hours be counted for any classroom instruction and Cooperative Work Experience Education
- The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit
 - The quality of the learning experience, and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded
 - The following formula will be used to determine the number of units to be awarded:
 - ◆ Each 75 hours of paid work equals one semester credit, or 50 hours equals one, quarter credit.

- ◆ Each 60 hours of non-paid work equals one semester credit, or 40 hours equals one, quarter credit.

Veteran Student Requirements (Student Orientations)

Veterans using CWEE for G.I. educational benefits may be subject to special attendance requirements (e.g., attendance at weekly class). Contact the person on campus responsible for interpreting and monitoring VA regulations.

CWEE Forms (Student Orientations)

CWEE requires student forms to be completed for record keeping. Some of the following forms might be included:

- 1) Student Application
- 2) Learning Objective Contract
- 3) Time Sheet
- 4) Employer's Evaluation
- 5) Student's Evaluation

Achievement of Measurable Learning Objectives (Student Orientations)

All approved district plans have established procedures for assuring that the student's on-the-job learning experiences are documented with written, measurable learning objectives. Instructors/coordinators should assist students in setting the objectives, which would be accomplished at the student's workstations.

The learning objectives must be:

- Understandable – written in clear, simple language, which communicates the meaning to all interested parties
- Challenging – Difficult enough to stimulate interest and be worth college credit
- Achievable – Capable of being accomplished within the prescribed period of time
- Measurable – Specific enough to provide for the observation and verification of accomplishment

Coordinating Activities (Student Orientations)

Coordinating activities are not required for CWEE. However, coordinating class learning activities are designed to provide career information for students to develop attitudes and abilities necessary to facilitate job success. Activities may be provided in a regular class setting, in scheduled seminars, and individual conferences in contract or programmed learning activities, or in other appropriate forums.

Grading Standards (Student Orientations)

CWEE may be graded on a credit/no credit basis or by letter grades. Other work-based learning programs may be voluntary, or they might receive grades for credit programs.

Evaluation of student progress may include: hours worked, performance on the learning objectives, attendance at scheduled instructor/coordinator conferences, and submission of a project or paper (if required).

Each college should refer to its own district policy, when setting grading standards.

Equal Opportunity

Community college districts offering CWEE programs must ensure that:

- The program does not discriminate against its students on the basis of race, color, national origin, sex, or handicap (in making available opportunities in CWEE and other work-based learning programs)
- Students participating in CWEE programs are not discriminated against by employers, or prospective employers on the basis of race, color, national origin, sex, or handicap (in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay).

If a district enters into a written agreement for the referral or assignment of students to an employer, the agreement must contain an assurance from the employer that students will be accepted and assigned to jobs, and otherwise treated without regard to race, color, national origin, sex, or handicap. (Federal Register, Vol. 44, No 56 – March 21, 1979 as it pertains to Part 80, Appendix B, VIIA of Title VI of the Civil Rights Act of 1964).

Articulation to Upper Division College Programs

The college/district may articulate CWEE programs with the California State University and College System (CSUC). Currently, the CSUC system may accept 12 semester units or 16 - quarter units of Occupational Cooperative Work Experience Education credit, and 6 semester units or 9 - quarter units of general CWEE credit.

Module IV. Marketing Work-Based Learning Programs

It is essential to market your work-based learning program(s) to recruit students and employers, and inform college/district departments and programs.

Target Your Audience

Determine who your target audience is and focus on getting their attention. Consider the following:

- What does your audience want to know first?
- What would make the audience read past the first sentence?
- What benefits do you want emphasized? Write (and promote) accordingly.
- Write the information in short sentences.
- Design the publication with interesting graphics.
- Contact numbers should be easily found.

Conduct Appropriate Activities

- Timely activities are those conducted with your audience's time frame in mind.
 - Employers - if you are trying to recruit, keep in mind that you will be in heavy competition for publicity time, during the months of November, and December. Also, be aware of the tax deadline in April.
 - High school seniors - start promoting to them in their sophomore or junior year when they are starting to think about college.
- Plan your activities around your audience.
- Consistency will maximize your activities – develop a timeline of marketing activities to use throughout the year.
- Use consistent terminology that the audience understands. Employers often don't understand the term "work-based learning", but "internship" is a familiar term.

Use All Your Resources

Market to Divisions and Offices School-wide

- *Admissions* - Suggest the idea of using work-based learning as a recruitment tool. Convince your admissions officer to highlight work-based learning programs in their recruitment letters.
- *Counseling* - Make presentations at meetings and answer questions about work-based learning programs. Encourage counselors to recommend CWEE and other work-based learning programs as an elective.
- *Orientation* - Make sure that marketing materials are placed in orientation packets.
- *Alumni* - Ask them to write support quotes to use in your publications. Invite them to become work-based learning employers/participants.

Faculty Involvement in Promoting Programs

Acceptance and stability - When faculty is involved, there is a higher probability that work-based learning will be accepted, since work-based learning can assist with student retention within their classes.

Credibility - Faculty involvement brings respect to the program and provides credibility.

Size - Programs will be larger if faculty is involved. Size is linked with how much respect the program has on the campus.

Outreach - Faculty can use contacts in the business world for job development through the provision of increased job sites. Faculty is in contact with alumni, which can be an excellent source of job sites. Faculty may have more outreach possibilities to students.

Sample Activities to Promote Work-based Learning

- Advertise to announce: job postings, events, special training, and open houses.
- Advertise in: newspapers, magazines, radio, television, transit billboards, theater programs, business and trade publications, and yellow pages of phone directories
- Get involved with civic and community groups
- Send success stories to alumni newsletters and business newsletters
- Inform trade and business publications about the WBL programs
- Make presentations to professional organizations
- Serve as a guest speaker to groups
- Conduct tours of your campus
- Participate in career fairs with employers

Promote Work-based Learning Benefits to Students, Employers, and Schools

Benefits To Students

- Earn income, while learning
- Gain actual work experience, while going to school
- Gain access to good jobs
- Develop potential contacts to broaden employment options
- Return to school in a non-traditional setting
- Build self-confidence, and experience success at school and work
- Gain personal attention for educational and personal needs and goals

Benefits To Employers

- Obtain an expanded pool of qualified applicants
- Gain a direct chance to recruit and screen potential employees
- Evaluate potential employees in work settings, prior to hiring

- Develop a quick, reliable source of skilled labor
- Meet contractual and legal obligations for Affirmative Action and Equal Employment Opportunity
- Improve the quality of life and skills in the community
- Reduce turnover of entry-level employees
- Influence curriculum development to meet industry requirements

Benefits To Schools

- Reduce dropout rate
- Improve attendance
- Increase enrollment
- Increase student motivation to learn
- Integrate hands-on, work-related learning in academic instruction
- Maintain higher outcome standards
- Provide service to community
- Serve local employers
- Expand existing programs
- Enhance reputation and public image
- Improve placement/employment rate of graduates
- Expand resource base

Marketing to Secondary Schools

High school with experience education programs are an important source of future community college CWEE students. It is wise to develop a close working relationship with high school programs to promote your CWEE program.

Examples of Marketing Tools

Use a variety of materials. Different people respond differently to the same marketing piece. To reach the most diverse public possible, vary your approach. Here are just a few ideas for advertising:

- Internet Website
- Bumper stickers
- Buttons
- T-shirts
- Scratch pads
- Posters
- Coffee mugs
- Decals/stickers
- Frisbees
- Paperweights
- Lapel/logo pins
- Key chains
- Pens/pencils
- Catalogs
- Business cards

- Bookmarks
- Flyers
- Videos

A few of the best marketing ideas that other California Community Colleges have implemented are included in the Appendix within the sections Professional Interviews and Program Information

Appendix

California Code of Regulations

<http://ccr.oal.ca.gov/default.htm>

Title 5. Education

Chapter 6, Curriculum and Instructions

Subchapter 3. Cooperative Work Experience in Education

Sections

- 55250.2 Laws or Rules Applicable to Students in Work Experience
- 55250.3 Work Experience Education
- 55250.4 Funds for Work Experience Programs for Mentally Retarded Pupils
- 55250.5 Work Experience Education Involving Apprenticeable Occupations
- 55250.6 Work Experience in Contiguous Areas
- 55250.7 Employment of Pupils in Part-Time Jobs Located Outside the District
- 55251 Requirements of the Plan
- 55252 Types of Cooperative Work Experience Education
- 55253 College Credit
- 55254 Student Qualifications
- 55255 District Services
- 55256 Records
- 55256.5 Work Experience Credit
- 55257 Job Learning Stations
- 58051 Methods of Computing Full-Time Equivalent Student FTES
- 58009.5 Computation for Work Experience Education Programs

California Education Code

In addition to Title V, the California Education Code lists all state laws pertaining to education. Sections 78240-78250 and 84530 pertain to work experience education. Click on <http://www.leginfo.ca.gov/calaw.html>
Click on "Education Code"
Click on "Search"
Click on "78249"

Interviews from Work-based Learning Professionals

<http://WBLconnections.com>

Stan Wright, College of the Canyons
Maggi Dunsmore, Victor Valley College
David Franey, Employer

Program Information

Chaffey College – Online orientation
www.Chaffey.edu/cooped/index.shtml

College of the Canyons – Assignments for CWEE
www.coc.cc.ca.us/offices/cwee/projects.asp

Ohlone College – Work Experience Education Faculty/Student Handbook
www.Ohlone.edu/org/tcs/workexperience

Saddleback College – How to Write Learning Objectives
www.saddleback.edu/ap/atas/cwe

Orange Coast College – District Plan

Santa Rosa Junior College – forms for work experience, community involvement, internships, and Britain Study Abroad Programs
<http://www.santarosa.edu/instruction/jtwd/wei/forms/>

Victor Valley College
Application Form
www.vvc.edu/offices/coopedu/forms.htm

Work-based Learning Professional Associations

California Cooperative Education and Internship Association
<http://www.ca-co-op.org/>

Cooperative Education and Internship Association
www.ceiainc.org

California Association of Work Experience Educators
<http://www.cawee.org/>

Association for Experimental Education
www.aee.org

World Association of Cooperative Education
www.waceinc.org

California Community College Chancellor's Office Statewide Committee for Work-based Learning and Employment Services –
www.calworkplace.org

California Placement Association
www.calplacement.org

BAYWORK Internship Guidebook

Appendix 2-F

Skyline College

Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	Skyline College
Contact Name	Andrea Vizenor
Email	vizenora@smccd.edu
Phone	650.766.5060 (Cell) 650.738.7124
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator?</i> <i>If yes, please describe the role/responsibilities of the coordinator.</i>	I and my assistant coordinate the internships of my department: Retail, Hospitality & Tourism. Responsibilities: Assist industry partners with screening of interns and recruitment.
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	
<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	
Resources	
<i>How are the students prepared for the internship?</i>	

Internship Informational Form (Educational Institution)

<i>Do you help the students with the application process? Please explain.</i>	
--	--

Internship Informational Form (Educational Institution)

Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	
<i>Do you track the intern's success and hire? Please explain.</i>	
<i>Please share any lessons learned!</i>	
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	
Internship Partnerships with Water/Wastewater Utilities	
<i>Do you have any internship partnerships within the water/wastewater industry? If yes, please list the partners.</i>	No.

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	Bon Appetit @Google Internships
Internship Program Contact Person	Andrea Vizenor
Internship Program Contact Email	vizenora@smccd.edu
Internship Program Contact Phone	650.766.5060 (Cell) 650.738.7124
Intern Age Bracket (check all applicable)	☐ Middle School ☐ Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	Statement of purpose. Two letters of recommendation.
Number of Interns in Program	75 a year (13 culinary programs in the region). Some internships are offered to students forming program cohort and others are offered through open entry to those students taking specific classes.
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	We detected a gap involving amount of qualified candidates and number of job openings.
Program Components	

Internship Informational Form (Educational Institution)

<i>What were the program components, including advertising, selection, and orientation?</i> <i>Please attach any example calendars or program overviews.</i>	We were involved in recruitment by participating in career fairs with industry partner. We tabled together. We started by launching a Boot Camp for high school students that served as a bridge program to our community college program. Characteristics: • SMEs as guest speakers • Community College credit was earned through offered classes (3 courses worth 0.5 units of credit each). Students only paid for credit courses. • Classes that led to 3 essential stackable industry certificates with which to have access to entry level jobs. • Work ethics course. • Workplace tour. • Wrap-up event (It is important to acknowledge our partners' and stakeholders' efforts) The boot camp was proven to serve as an efficient way to recruit high school students Internship placements involved 8 hours a week for 8 weeks.

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	Bon Appetit (at Google) Skyline College
<i>Were there any challenges to start the partnership?</i>	Once we had the ok of the industry we only had 4 weeks to organize it and select the interns.
<i>How do you envision starting an internship program with industry partners?</i>	They need to know that we can deliver, that we will be there for them if they need us to address a situation. We need to speak their lingo. This has to transpire in our first meetings. The message to communicate is that we are responsive.
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	We developed a spreadsheet with our partner. (Information was not provided)

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	We created a video to depict the internship experiences to Google (which is the client of our partner). We wanted to show that Bon Appetit is involved in the community by offering internships. This year we will create a video of the boot camp reflecting the experience through various lenses: student's , employer's , and the community college's. We will also invite K12 teachers so that they will witness their students' journey at the boot camp, the process, and the outcomes. In addition, they can interact with SMEs (Faculty + Leaders+ SMEs). All the stakeholders involved should be connected with the most significant parts of the project: learning (education and training) and placement.

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual process, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

BAYWORK Internship Guidebook

Appendix 2-G

Solano Community College

Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	Solano Community College
Contact Name	Debra Berrett
Email	Debra.berrett@solano.edu
Phone	707-864-7139
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator?</i> <i>If yes, please describe the role/responsibilities of the coordinator.</i>	Yes, there is one internship coordinator for all the occupational educational programs. The consolidated program allows for consistent paperwork amongst all the internships. The internship coordinator is responsible for everything related to the occupational education programs. The hope is to hire additional staff in the form of an Internship Site Developer and some adjunct shortly to help divide up assignments.
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	Internship opportunities are posted on the SCC website (sccworkexperience.com), sent to counselors and faculty members to share with students, posted at the career and placement center, advertised at events, presented to students in classes, and presented to high school students during high school classes. Student workers create all the promotional materials!
<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	No, the outreach does not target parents. The students are usually over 18 years old. If a student is under 18 year old and in high school, the parent may need to be involved with the work permit but work permits are handled by the high school.
Resources	
<i>How are the students prepared for the internship?</i>	Students are prepared for the internship through a one-on-one meeting with the coordinator, a mandatory orientation, and a weekly class meeting during the semester to develop soft skills. The constant communication and the relationship developed between the coordinator and the students make the program stronger. SCC is currently working on an employer's guide to internships to help employers understand what makes an internship successful.

Internship Informational Form (Educational Institution)

<i>Do you help the students with the application process? Please explain.</i>	If a student comes in and asks for assistance with an application, they are given assistance. Interns apply with the employer directly and the employer interviews and selects the interns. In the work experience education course OCED 090/091, one of the weekly lessons covers how to fill out an application.
Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	There are set learning outcomes for the course and the interns do a self-analysis at the end of the semester to judge if the learning goals were met.
<i>Do you track the intern's success and hire? Please explain.</i>	All interns, especially water/wastewater interns have a high rate of employment after the internship but there is currently no official method of tracking intern's success and hire.
<i>Please share any lessons learned!</i>	Communication with students and the employers is crucial! The weekly contact with the students via the work experience education course is important because SCC learns about issues much earlier than they would without the weekly contact. SCC talks to the employer at least once a semester. The employer completes forms at the beginning of the internship. At the end of the internship, SCC does a random spot check with the employers to verify the internship was carried out and thank them for their participation.
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	Partners include water/wastewater treatment plants, social service agencies, businesses, human services agencies, etc. SCC does not do much of the placement of interns into internship program, since most of the students are finding placements on their own. This will change if we are able to hire an Internship Site Developer and we have more positions available that we have developed specific to our students. Some students utilize the program to gain the skills need to get a promotion at their job.

Internship Informational Form (Educational Institution)

Internship Partnerships with Water/Wastewater Utilities	
<i>Do you have any internship partnerships within the water/wastewater industry?</i> <i>If yes, please list the partners.</i>	Yes, there is a partnership with at least 14-15 water/wastewater treatment plants. Most are part of BACWWE City of American Canyon City of Daly City City of Hayward WPCF City of Pittsburg Delta-Diablo Sanitation District Dublin San Ramon Services District East Bay Municipal Utility District (EBMUD) Fairfield-Suisun Sewer District Ironhouse Sanitary District Oro Loma Sanitary District Rodeo Sanitary District San Leandro Water Pollution Control Vallejo Sanitation & Flood Control District West County Wastewater Treatment

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	Water/Wastewater Internship Program
Internship Program Contact Person	Debbie Berrett
Internship Program Contact Email	Debra.berrett@solano.edu
Internship Program Contact Phone	707-864-7139
Intern Age Bracket (check all applicable)	☐ Middle School ☒ Community College ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	Some of the eligibility criteria are plant specific. For example, some plants require that a student complete their first semester in school before they can apply to be an intern whereas other plants do not impose that requirement. Students have to reach 1800 internship hours so the internship continues for multiple semesters.
Number of Interns in Program	9 – 30 (max)
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	Deborah Mann (SCC) set up the BACWWE agreement and has brought in the different plants.
Program Components	
What were the program components, including advertising, selection, and orientation? Please attach any example calendars or program overviews.	Some of the program components include an application with utility, an interview at the utility, an orientation, a weekly meeting in the classroom and a final program evaluation. See the student handbook for a program calendar.

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	BACWWE
<i>Were there any challenges to start the partnership?</i>	The largest challenge is the small amount of staff dedicated to this program. It would be nice to have an internship site developer to take the time to develop a more internship.
<i>How do you envision starting an internship program with industry partners?</i>	SCC Work Experience has issued a proposal to hire an internship site developer. In the meantime, SCC Work Experience is setting up a campus-wide meeting with other staff that do community outreach to have a better team approach to discovering companies that may have an interest in developing an internship program.
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	The strongest internship programs have employer-developed training plans for the interns (i.e., checklists with learning goals).
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	No formal placement statistics.

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual process, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

ESTABLISHING LEARNING OBJECTIVES

Within the first two weeks of the semester, learning opportunities are identified which are appropriate to the student's abilities, and field of study. The student, faculty advisor, and supervisor carefully review the job, noting where skills may be acquired or enhanced, and develop learning objectives.

Learning objectives should be established early as they form the basis for evaluation of the student's progress during the semester and for the grade at the end of the experience. These learning objectives:

- Initiate dialogue between the student and the work site supervisor.
- Focus supervisor attention on the student's accomplishments, contributions and abilities.
- Clarify supervisor's expectations and identify activities related to job success.
- Verify the student's growth and allow for measurement of student progress.

THE OCCUPATIONAL EDUCATION EXPERIENCE

STUDENT EVALUATION AND GRADING

Faculty occupational education advisers utilize a variety of approaches to monitor student progress and to formalize the academic component of the work experience. Weekly group seminars provide opportunity for students to discuss work related matters and to receive direction and support. Written reports channel student thinking in terms of their achievements, professional growth and need for improvement.

An evaluation of the student by the worksite supervisor provides opportunity for the student to make adjustments in work habits, attitude and/or job performance. This formal evaluation is required from the supervisor at the end of the semester.



Solano Community College
Occupational Education Department
4000 Suisun Valley Road
Bldg. 1800 Room 1811
Fairfield, CA 94534
Phone: 707-864-7139
Fax: 707-646-2080
Email: debra.berrett@solano.edu
www.sccworkexperience.com

SCC OCCUPATIONAL EDUCATION PROGRAM



MINI-GUIDE FOR WORK EXPERIENCE EMPLOYERS AND SUPERVISORS

Solano Community College Occupational Education

Find us on:

Linked-in Groups: SCC Work Experience

Twitter: @SCCWORKEXP

Facebook: <https://www.facebook.com/sccworkexperience>

Pinterest: <https://www.pinterest.com/berrett2217/>

Occupational education combines academic studies with practical, on the job experience, enabling students in a variety of majors to apply theories and skills learned in the classrooms to real work situations. Through work experience the student has the opportunity to assess personal career goals, increase professional skills, and earn credits, which may be applied to the associate's degree.

EMPLOYER BENEFITS

- Cost effective recruitment and training of potential career employees
- Access to motivated students who possess a wide range of skills and are available to fill entry-level jobs
- Opportunity to experiment with new staffing arrangements without making extensive long-range commitments
- On-site evaluation of candidates for permanent employment; increased employee retention
- Low risk supervisory experience for present employees
- Opportunity to participate in and influence the educational process
- Worker's comp coverage provided by college for unpaid interns properly enrolled in work experience. Note—very specific rules apply to unpaid interns. Contact OCED office for more details.

THE PLACEMENT PROCESS

The majority of work experience jobs are established by students working with local industry or through the outreach efforts of the Occupational Education Office. Local employers are encouraged to participate in the work experience program. An internship site application is available on the employer page at <http://www.sccworkexperience.com/>

Employers who would like to work with student interns are asked to provide specific information related to job requirements, skills, special knowledge, experience needed, and rate of pay.

Before any position is confirmed as an internship site the content of the work experience must be reviewed and approved by the Occupational Education Coordinator.

Candidates are screened and selected by the employer. Employers may choose to have resumes sent or faxed to them, contact students for interviews or ask this office to arrange for interviews, meet with students at Solano College or on-site, etc.

Students are reminded that job placements are competitive with hiring made on the basis of employer interviews. The employer is asked to notify the Occupational Education office once a hiring decision has been made.

The student, the employer and a representative of the college sign a work experience agreement, which outlines the requirements of the program and responsibilities of each party. The student registers for the appropriate occupational education course.

WORK EXPERIENCE FOR STUDENTS WHO ALREADY WORK IN THEIR CAREER FIELD

Each semester there are students who apply for work experience hoping to use their present employer for their worksite. The employer must agree to enhance the student's current job responsibilities in such a way that new learning will take place during the semester. Academic credit will not be awarded to students simply for performing current job duties and the position must be directly related to the student's academic major.

ROLE OF THE EMPLOYER SUPERVISOR

Program effectiveness and the attainment of student goals depend largely upon the commitment of the worksite supervisor who is asked to:

- Assist in the development of learning objectives commensurate with the goals of the instructional program and job activities.
- Ensure that work assignments are closely related to the student's field of study
- Maintain daily contact with the student
- Provide strategies for problem solving, time management techniques and the development of communication skills
- Complete a work agreement, assist in developing learning objectives, and provide a final student evaluation
- Verify student's work attendance and job performance by signing and commenting on timesheet
- Facilitate faculty advisor on-site, telephone, or e-mail conference
- Inform the college of any change in the student's employment status

**Solano Community College
4000 Suisun Valley Road.**

Bldg. 1800 Rm. 1811

Fairfield, CA 94534

Phone: 707-864-7139

Fax: 707-646-2080

Email: debra.berrett@solano.edu

www.sccworkexperience.com

Solano College Work Experience Education

4000 Suisun Valley Rd Rm. 1811, Fairfield, CA 94534 • www.sccworkexperience.com • Phone (707) 864-7139 Fax (707) 646-2080

INTERNSHIP MEMORANDUM OF UNDERSTANDING

Internships and Occupational Education (also referred to as Cooperative Work Experience Education) are experience-based learning at its best. This powerful form of student-focused learning is a partnership between the community, Solano College and students seeking experience related to their occupational studies and professional goals. Most of Solano College's career programs accept internship/volunteer courses in their curriculum, utilizing experience-based learning in support of Solano College's missions and goals. The Occupational Education Office is the administrative hub for the campus' internship/volunteer program, promoting and facilitating experiential learning for many students. The office will work with your company/organization to help you create a "win-win" internship/volunteer program.

Definition of an Internship/Volunteer Course

- An internship/volunteer course is a student focused learning experience. An internship/volunteer opportunity exists primarily for the benefit of the student.
- While working and learning at an internship/volunteer site, our students are required to enroll in Occupational Education courses. This enables the faculty to supervise the students' activities while they work with you.
- For Solano College students, the most popular type of internship/volunteer position is "part-time" – 10 to 20 hours per week during academic term. This schedule allows a student to continue with coursework during the internship/volunteer position.
- A minimum of 75 hours (approximately five hours per week for 15 weeks) paid work (60 hours unpaid) is required for students to earn one unit of academic credit. Many interns/volunteers are willing to work longer and therefore earn more credits. Students may earn up to six units per semester.
- Please keep in mind that most Solano College students pay for their own education and prefer paid internships that will assist them with the costs of school.

Appropriate Internship/Volunteer Activities

- Activities must relate to student's vocational major or to a professional field where that academic knowledge can be applied to hands-on experience.

- Interns/volunteers must work and learn under the supervision of a professional employee of the host company/organization.
- Clerical/non-professional tasks must be limited to 20% or less of the intern's/volunteer's total responsibilities unless the intern is an Office Technology student.

Student Safety and Risk Management

It is the policy of Solano College to seek a safe and healthful experience for students participating in off-campus experience based learning activities. In order to reduce the likelihood of physical injury, property damage, and liability exposure, the college has developed policies, procedures, and guidelines to reduce the risk to those students in such programs. Please refer to the attached "Internship/Volunteer Memorandum of Understanding" which must be signed by a representative of your company/organization.

Planning a Successful Internship/Volunteer Program

A great program begins with good planning. Build your company/organization's internship/volunteer program by first developing work activities that will be appropriate for an intern/volunteer. Write well-designed position descriptions. Determine how you will interview students and what your selection criteria will be. Decide how you will orient and train interns/volunteers - particularly during the first few days. Consider who will supervise students and what form the supervision will take. Finally, plan how you will provide interns with feedback and performance evaluation. Contact the Occupational Education Coordinator if you would like more detailed information related to designing high-quality internship/volunteer programs.

1. Carefully review all attached information. If you have any questions or concerns, please contact the Occupational Education office.
2. Please complete the attached forms "Employer Request for Intern/Volunteer" and "Internship/Volunteer Site Agreement."
3. If you have more than one internship/volunteer position, photocopy the form and complete a separate description for each.
4. Great position descriptions attract great interns/volunteers.
 - Position descriptions must be detailed and should identify appropriate occupational majors.

- One-line descriptions are not sufficient.
 - Use attractive terms in the title, duties, and qualifications that will assist students in making a decision to apply.
5. The "contact person" is the professional employee who coordinates your internship/volunteer program. As our link to you, he/she will be the point person for correspondence & communication from the Occupational Education Office.
 6. Make copies of all completed forms for your files.
 7. Return the completed and signed forms and all position descriptions to the Occupational Education Office.
 8. Include any materials that provide students with additional information about your company or organization, the position(s), or your internship/volunteer program's structure.
 9. As soon as all necessary information is received and reviewed by the Occupational Education Office and appropriate faculty, your internship/volunteer opportunities will be made available to students.

When Students Apply for Your Positions

Students review the position description information you submit. Qualified applicants are provided with your organization's contact information and are instructed to submit their cover letter, resume, and any other specified materials to your contact person unless you specify otherwise.

1. Call students directly for interview arrangements, or decline their application. If they don't hear from you within two weeks after applying, we instruct them to contact you for follow-up information.
2. It is best if students can meet with you for interviews at your company/organization location. However, with sufficient lead-time and depending on the time of year, we can arrange for interview facilities on campus. Please contact the Occupational Education Office for further details.
3. Students are not eligible to begin their internship/volunteer positions until your contact person notifies the Occupational Education Office that you have made your final selection. Interns/volunteers are only allowed to work during official academic terms.

Contact is the Key

It is very important to stay in contact with the Occupational Education Office so your internship information is kept current for students. Let us know when information changes; or when you make changes to your program.

Career Programs at Solano College

Accounting
Aeronautics
Air Conditioning & Refrigeration
Automotive Body and Repair
Automotive Technician
Avionics Technician
Banking and Finance, Bank Operation
Biotechnology Production Technician
Business -- General (transfer)
Business -- Insurance Property & Casualty
Business -- Office Technology
Computer and Information Science
Cosmetology
Criminal Justice, Corrections
Criminal Justice, Law-Enforcement
Drafting Technician
Child Human & Family Development
Fire Technology
Home Economics, (Fashion Design, Interior Design, Life Management, Home Economics)
Human Services
Management
Marketing
Mechatronics (Electronics, mechanical, robotics, industrial technology)
Ornamental Horticulture
Professional Photography
Real Estate
Retail Management
Small Business Management
Water and Wastewater Technology
Welding, Industrial Technology
Welding Technician
Graphic Design and Illustration
Journalism
Nursing, Registered
Physical Therapy Assistant
Sports Medicine / Fitness Science
Hazardous Substance & Waste Handling Technician
Other programs not defined as occupational but desiring experiential activities for their students.

Fast Track Job Direct Certificates:

Account Clerk
Certified Nursing Assistant
Database Specialist
Emergency Medical Technician
Fitness Professional
General Office Assistant
Home-based Computer Processor
Home Technology Integrator
Insurance Specialist
Legal Office Assistant
Manufacturing Technology
Medical Front Office Clerk
Microsoft Office Specialist
Nail Technician
Pre-fire Technician
Retail Clerk
Technical Soft Skills
Web Developer
Web Programmer
Welding Equipment Operator
Wildland Fire Technology

Guide to a Successful Internship Program

Many companies and organizations have found internships/volunteer opportunities are 1) an effective means of identifying, assessing, and developing future career professionals; 2) a method for accomplishing meaningful work; and 3) a strategy for developing the managerial skills of the employees who work directly with interns/volunteers. However, these goals will be accomplished only if the program is well planned and organized from the beginning. Below are some guidelines to setting up a program that works for both your organization and for students.

1. Conduct an internal audit

- Can you provide meaningful work assignments?
- Are you prepared to invest time teaching and training interns/volunteers?
- Is there a staff person who wants to supervise interns/volunteers (Note: the question is not who wants to have an intern/volunteer)?
- Can you provide financial support (e.g. salary, mileage reimbursement, supplies)?
- Do you have sufficient office/work space for an intern/volunteer?
- Select interns/volunteers and notify the Occupational Education Coordinator.
- Discuss start and end dates.
- Provide interns/volunteers with information regarding work attire, and agree on days and work schedule.
- Notify employees that interns/volunteers will be starting and provide them with background information about the projects interns/volunteers will be doing.
- Set up a workspace for interns/volunteers.

2. Select the intern supervisor

- Is this person committed to and capable of developing people?
- Does this person have the professional content expertise necessary to effectively coach and/or mentor students in the content area?
- Does this person have the time to work with interns/volunteers?

3. Develop work activities

- Will these activities be most appropriate for a college student at the freshman or sophomore level?
- Are there projects and tasks that will benefit your organization and at the same time provide a student with the opportunity to develop professional skills?

4. Develop position descriptions

- Provide an overview of the internship/volunteer position - work assignments, time frame, and application procedures.
- Clearly identify any necessary occupational or academic background or qualifications.
- Clearly outline expected outcomes.

5. Selecting interns and preparing for their arrival

- Do not automatically accept intern/volunteer candidates without interviews.

6. Supervise the intern

- On the first day, introduce interns/volunteers to all staff they will be working with.
- Orient students and get them started on assignments.
- Provide any necessary training (computer systems, equipment, specific company procedures, etc.)
- Meet with interns/volunteers on a regular basis to provide feedback and insure projects are on track.
- Speak with the college internship contact to share information about progress.

7. Evaluation and assessments

- Ask interns/volunteers to complete an evaluation regarding their experience with your organization.
- Evaluate the intern/volunteer's performance and discuss it with him/her.
- Write a letter of recommendation if appropriate.
- Bring closure to the internship/volunteer period, not only for the student, but also for the organization.
- Identify improvements to your internship/volunteer program.

Request For Intern/Volunteer

(Please Print Legibly With Ink or Type)

Date _____

Business/Agency/Organization _____

Street Address _____

City _____ ST _____ Zip _____ Phone _____

Contact Person _____ Email Address _____

INTERNSHIP/VOLUNTEER INFORMATION

It is the responsibility of the listing Business/Agency/Organization to request removal of this position

Number of Interns/Volunteers Desired: _____ Shift Time _____ Hours Per Week _____

Duration: ☐ One Semester ☐ Two Semesters ☐ Ongoing ☐ Other _____

Compensation: ☐ Paid (Rate \$/ hr) _____ ☐ Stipend (\$) _____ ☐ Unpaid (as per federal labor laws)

Benefits? _____

Job Title: _____

Describe job duties, responsibilities or project to be performed by the intern/volunteer:

Basic Qualifications:

Describe training/orientation provided by the organization:

APPLICANT SELECTION PROCESS

SCC SHOULD:

- ☐ Refer interested students directly to the contact person listed above
- ☐ Send applications/resumes to the contact person listed above (SCC does not pre-screen applicants)
- ☐ Other

Return completed application to Solano Community College, Attn: Debra Berrett, Occupational Education Coordinator, 4000 Suisun Valley Road, Room 1811, Fairfield, CA 94534, or fax to (707) 646-2080

Solano College Cooperative Work Experience Education

4000 Suisun Valley Rd Rm. 1811, Fairfield, CA 94534 • www.sccworkexperience.com • Phone (707) 864-7139 Fax (707) 646-2080

INTERNSHIP/VOLUNTEER SITE AGREEMENT

Please sign the date this document. Make a copy for your files before mailing or faxing it to the Occupational Education Office.

1. We understand and agree that the internship/volunteer opportunity is primarily a student-focused learning experience. It is further understood that unpaid interns/volunteers are not employees and shall not be entitled to any form of compensation or benefits. Student interns who are paid are considered an employee of the participating organization.
2. We understand and agree the intern/volunteer must work and learn under the supervision of a professional on-site. That person will function as a "co-educator" with the Occupational Education faculty during the student's placement.
3. We understand and agree that the internship/volunteer activities must relate to student's occupational field of study and/or to a professional field where that academic knowledge would be utilized.
4. We will provide accurate and complete position descriptions for each potential internship/volunteer opportunity and each position will provide students with professionally oriented activities similar to what a new entrant in the field would experience. Clerical or non-professional tasks will be limited to 20 percent or less of the intern/volunteer's total responsibilities.
5. If requested, we will meet with the student's Occupational Education faculty advisor on-site and we will provide such assistance as necessary to allow the student to accomplish his or her internship/volunteer course assignments (such as, defining objectives, informational interviews, organization charts, timesheets, evaluation forms.)
6. We will comply with the following statement of Non-Discrimination: Solano College is committed to equal opportunity employment and does not make its facilities or intern/volunteer programs or services available to any employer or organization that unlawfully discriminates in the selection of individuals on the basis of race, color, national origin, ethnicity, religion, sexual orientation, gender, pregnancy, disability or age.
7. We understand and agree that unpaid student interns/volunteers officially enrolled in the Solano Community College District Occupational or General Work Experience courses as part of their college curriculum and are assigned to private or other public employers are covered members under the Solano Community College District Workers' Compensation program so long as they are in unpaid status.
8. We understand and agree to inform students of potential health and safety risks inherent in an off-campus based learning activity and shall inform students of organization health and safety practices.
9. **We have read and agree to comply with the Solano College Student Safety and Risk Management Guidelines.**

Company/Organization Representative's signature

Title

Phone

Printed name

Name of Company/Organization

Address

City

ST

Zip

STUDENT SAFETY AND RISK MANAGEMENT

Position Statement:

It is the policy of Solano College to seek a safe and healthful experience for students participating in off-campus experience-based learning activities, such as internships/volunteer opportunities. In order to reduce the likelihood of physical injury, property damage, and liability exposure, the college has developed policies, procedures and guidelines to reduce the risk to those students in such programs.

1. Liability

The company or organization offering an experience-based learning opportunity must be aware that it will hold the responsibility for any liability that could result from inviting a student to do paid work under their supervision on their premises. Unpaid student interns/volunteers will be covered under the Solano College policy only if they are officially registered in the appropriate Work Experience Education course. The college does not accept liability for unpaid students participating in off-campus experience-based learning activities if they are not officially registered in the appropriate course or courses. Please ask all interns/volunteers to provide proof of registration.

2. Insurance

The college does not provide medical, and health or accident insurance for students participating in off-campus experience based learning activities. Students are entitled to use services available at the campus student health center during its normal hours of operation only. Students are advised to carry an adequate health insurance policy of their own.

3. Student Safety & Personal Risk

Students must be informed of any potential personal health or safety risk that may be inherent in an off-campus experience-based learning activity. Inform students of any potential personal health or safety risks.

4. Site Selection

Selection of an experience-based learning site must be the decision and responsibility of the student, however it is the policy of the college not to refer students to a home based business entity.

5. Hold Harmless and Indemnification

Students are advised not to sign a "hold harmless and indemnification" agreement from a host organization. No employee of the college (management, staff, or faculty) is authorized to sign such document.

6. Fair Labor Standards Act (US Department of Labor)

Businesses and organizations are advised to consult with an appropriate legal adviser before developing an unpaid internship or other off-campus experience-based learning activity program. An analysis of the on-the-job experience that the individual will have in relation to the standard set forth under the Fair Labor Standards Act (FLSA), U.S. Department of Labor (DOL) should be carefully considered.

7. Independent Contractors

Students should not be expected to participate in off-campus experience-based learning activities as "Independent Contractors." Independent Contractor agreements do not meet acceptable criteria for academically related off-campus experience-based learning programs.

Application of the Fair Labor Standards Act (FLSA) to School-Related Programs *Checklist*

Do students have to be paid? Do FLSA child labor laws apply?

With respect to the individual student's placement at a business establishment, do all of the following apply?

- | | | | | |
|--------------------------|-----|--------------------------|----|---|
| ☐ | YES | ☐ | NO | 1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school (i.e., a curriculum is followed and the student is under continued and direct supervision either by representatives of the school or by employees of the business). |
| ☐ | YES | ☐ | NO | 2. The training is for the benefit of the trainee or student; such placement is <i>not</i> made to meet the labor needs of the business. |
| ☐ | YES | ☐ | NO | 3. The trainee or student does not displace a regular employee, does not fill a vacant position, does not relieve an employee of assigned duties, and does not perform services that, although not ordinarily performed by employees, clearly are of benefit to the business. |
| ☐ | YES | ☐ | NO | 4. The employer providing the training derives <i>no advantage</i> from the activities of the trainee or student and, on occasion, the employer's operations may actually be impeded.** |
| ☐ | YES | ☐ | NO | 5. The trainee or student is not necessarily entitled to a job at the conclusion of the training period. |
| ☐ | YES | ☐ | NO | 6. The employer and the trainee or student understands that the trainee or student is not entitled to wages for the time spent in training. |

YES to all six criteria

NO to any six criteria

The individual student is NOT an employee within the meaning of the FLSA. Wages are not required.

Either the business or the school system must compensate the student worker; both parties are jointly responsible for compliance with labor laws.

** You might read the fourth criterion and think there's no way an intern could work with us and not provide some kind of benefit to our organization. Previous Department of Labor (DOL) rulings have suggested that as long as the internship is part of an academic program and is predominantly for the benefit of the student, the fact that the employer receives some benefit from the student's services does not make the student an employee for the purpose of wages and hour law. Unpaid interns must have more direct supervision than paid interns.

Learn to Earn



Solano College Work Experience

Volume 6 Issue 1

How do I decide which Work Experience is right for me?

Occupational Work Experience (OCED 090)	General Work Experience (OCED 091)	Occupational Soft Skills (OCED 070)
Currently working (paid or unpaid) for a licensed business in the public or private sector.		No employment required.
Job related to DECLARED MAJOR.	Job not related to major.	N/A
Earn 1-6 units in Fall 2015	Earn 1-4 units in Fall 2015	1.5 unit
May take up to 16 units total over multiple semesters.	May take up to 6 units total over multiple semesters.	Not repeatable
Attend weekly activity meetings, complete required paperwork and work hours.		Weekly activity, discussion & quiz.
Full-Semester sections online only. 12 and 8 week sections face-to-face only.		8 week online only.

From the Experts

How your online identity can help you get (or lose) a job. At a friend's wedding you danced with a beer in your hand and pictures were posted to your social media pages. No big deal, right? Right—unless the photo is seen online by a potential employer who thinks you look frivolous. First impressions no longer start with a handshake—it's with a Google search. A recent survey confirms this: A whopping 70% of U.S. business managers say they decided not to hire someone based on something they found online. How do you keep your virtual self virtuous? Clean up your pages: Social media sites appear high in search results, so opt for the highest privacy settings. Also, remove complaints about your job or boss, any confidential work information and photos of yourself acting in a way that could be construed as inappropriate. *John A. Challenger, CEO, Gray & Christmas, international outplacement consulting firm.*

Table manners play an important part in making a favorable impression. They are visible signals of the state of our manners and therefore are essential to professional success. The point of etiquette rules is to make you feel comfortable - not uncomfortable. -United States Dining Etiquette

How to Earn Units in OCED 090/091

For paid work: Each 75 hrs. worked is equal to 1 unit. The number of hours per week this will require depends on the length of your course. For a full semester each 5 hours per week will earn 1 unit—up to 6 units per semester for OCED 090 or up to 4 units per semester for OCED 091.

For unpaid, volunteer or internship work: Each 60 hrs. completed is equal to 1 unit of credit. The number of hours per week required will depend on the length of your course. For a full semester each 4 hrs. per week will earn 1 unit—up to 6 units per semester for OCED 090 or up to 4 units per semester for OCED 091. ♦

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How to Land an Internship

It's one of the most common and frustrating career dilemmas college students face: "To get a good job after graduation, I need experience. But how do I get experience without having a job in the first place?"

One common -- and wise -- solution: An internship, paid or unpaid, part-time or full-time.

Work with the Internship Program /Career Center at Your School

Your Internship Coordinator and Career Center know where other students from your school are interning now or have interned before. While they may not do actual placement they can be a source of leads.

Talk to Your Professors

Your professors may also know where at least some students are interning now or have interned before. Additionally, many professors have consulting, research, and other ties to various companies and organizations outside of academia; thus, they may be aware of internship programs hosted by these organizations.

Network with Your Fellow Students

If a student you know has an internship that intrigues you, ask for advice on landing a similar internship yourself, either with the same organization or elsewhere. Chances are that students who have internships now have a better sense of the many internship opportunities that exist, in both their own organizations and in others. So be sure to tap into their collective knowledge, especially as it relates to people you should contact.

Use Your School's Alumni Network

Most campuses, usually through their Alumni Services or Foundation work hard to establish and maintain contacts with alumni working in various organizations and industries. Consider contacting some alumni from your school to check into internships in their places of employment. You'd be surprised by how strong the fellow alum tie can be.

(internship cont.)

Tap into the Resources of Your Own Family, Friends and Acquaintances

Does your mother's company have an internship program? Does your sister's friend's nonprofit organization offer any internship possibilities? Many college students don't think to ask their family members, friends and acquaintances to help them with career-related tasks like internship hunting. Be sure you don't fall into this trap.

Check Out Internship Sites on the Web

Search for internship opportunities on the Web. If you're willing to go almost anywhere for your internship, you'll be able to find many opportunities across the country.

Once you have developed a list of internships, you can work to ready yourself for the important tasks to follow. Among them: developing and writing a resume and cover letter, learning how to follow up with prospective internship providers to keep yourself in the front of their minds, and preparing for internship interviews.

Remember that at SCC you can earn college credit for the internship hours whether they are paid or unpaid. If you are in an unpaid internship or volunteer position and are properly enrolled in the Work Experience Program you are covered under the school's Worker's Comp which is attractive to many potential internship sites.

With time and diligence, your efforts will pay off -- in an internship that gives you the experience you need to land the future job you want.

Source: <http://career-advice.monster.com/job-search/getting-started/land-a-great-internship/article.aspx>



"An ability to smell fear is a quality I've never seen listed on a resume before."

Top Tips for Getting a Good Job

Identify your marketable skills- Recognize the skills you have that employers want.

Determine your career goals- Compare your skills with those abilities needed for the jobs you want.

Dress professionally- Make sure you are neat and well groomed

Bring all vital data with you- Bring with you all the information you'll need to complete a job application. This information includes: names and addresses of previous employers and dates of your employment; work-permit, Social Security card and driver's license; your resume, names and contact information for your references.

Internships- students use an internship to determine if they have interest in a particular career, create a network of contacts or gain school credit. This can be a significant benefit to the employer as experienced interns often need little or no training when they begin regular employment.

Volunteering- It is well-known for skill development, socialization, and fun. It is also intended to make contacts for possible employment. Many volunteers are specifically trained in the areas they work.

How to Stay Organized While Working and Going to School

The choice to work or volunteer during college can be very beneficial. Although it does take extra effort to hold down a job and still get good grades, you can do it.

- Optimize your time.
- Stay focused
- Create a flexible schedule
- Take advantage of campus resources
- Prioritize your activities.
- Manage stress, don't overdo it
- Establish a plan
- Seek balance
- Keep a to-do-list that syncs to your phone
- Keep your mind on the bigger picture.
- Keep lines of communication open
- Keep the end goal in mind
- Find a network of support
- Reward yourself



As a working student, you have to be ready to adapt to new assignments, unexpected errands, and sudden work crises that need to be addressed immediately. You should fit homework and studying in when you're either not in class or not at work. Build a routine you can stick to. Be sure to communicate your schedule to your employers, friends, clients, and family, so that the people around you know where you'll be and when. Relieve your stress by taking much-needed breaks to give yourself time to collect yourself when you need it the most, so you can re-approach things with a clear head. You may not have enough time for everything, so be sure to get your priorities straight and don't beat yourself up if you do not accomplish everything in one day. Stay positive and don't forget to enjoy life!

From: <http://www.wikihow.com/Balance-School-and-Work-as-an-Adult>

Did you know?

One social network that is essential for knowledge workers and professionals to participate on is LinkedIn. According to Jeff Bullas (jeffbullas.com) in the past it was locked up and locked down and a little bit stiff shirt and tie. But it has started to make its platform more social, open and content centric. LinkedIn is one of the largest professional networks where you can discover professional opportunities, business deals, and new ventures. You can also get the latest news, inspiration, and insights you need to be great at what you do. <https://www.linkedin.com/>

Eighty percent of the best available jobs are not published! Discover them through:

Networking - anyone and everyone can be part of your network. Don't be afraid to tell people you are looking for work!

Direct contact with employers - this can include a company website but personal contact is still the best!

Research - find out all you can about the company before you apply.



Get College Credits For Working or Volunteering!



Enroll in Work Experience OCED 090 or 091 OR
Occupational Soft Skills OCED 070

OCED 090 and 091 require a student be working paid or unpaid. OCED 090 and 091 may NOT be taken concurrently. See reverse for requirements.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
Full Semester Online Sections						
80988	1	8/17	1 in person meeting required*		online	80995
80990	2	8/17	1 in person meeting required*		online	80996
80991	3	8/17	1 in person meeting required*		online	80997
80992	4	8/17	1 in person meeting required*		online	80998
80993	5	8/17	1 in person meeting required*		online	None
80994	6	8/17	1 in person meeting required*		online	None
*The above online sections of OCED require a one time in-person attendance at one of the two on-campus orientations held in room 1818 (Bldg. 1800), (1) Friday Aug 21, 6-8 PM or (2) Saturday, Aug 22, 12-2 pm. The remaining meetings are online.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
12- week Face-to Face-Sections (meet in person every week)						
81000	1	9/9	W	12:00-12:50	1818	81008
81001	1	9/9	W	5:00-5:50	1818	81009
81002	2	9/9	W	12:00-12:50	1818	81010
81003	2	9/9	W	5:00-5:50	1818	81011
81004	3	9/9	W	12:00-12:50	1818	81012
81005	3	9/9	W	5:00-5:50	1818	81013
81006	4	9/9	W	12:00-12:50	1818	None
81007	4	9/9	W	5:00-5:50	1818	None
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
8- week Face-to Face-Sections (meet in person every week)						
81014	1	10/7	W	12:00-12:50	1818	81020
81015	1	10/7	W	5:00-5:50	1818	81021
81016	2	10/7	W	12:00-12:50	1818	81022
81017	2	10/7	W	5:00-5:50	1818	81023
81018	3	10/7	W	12:00-12:50	1818	None
81019	3	10/7	W	5:00-5:50	1818	None
OCED 070 is NOT a work experience course. There is no work requirement and this course may be taken concurrently with OCED 090 or 091.						
OCED 070 CRN#	UNITS	START DATES	DAYS	LENGTH	WORK REQUIREMENT	
80986	1	8/17	Online	8 Weeks	None	
80987	1	10/13	Online	8 Weeks	None	

For more information, visit the SCC Work Experience Office in Room 1811 or call Debra Berrett at 864-7139.

Email: debra.berrett@solano.edu Web site: www.sccworkexperience.com

Linked-in Groups: SCC Work Experience; Twitter: @SCCWORKEXP



SOLANO COLLEGE

OCCUPATIONAL & GENERAL WORK EXPERIENCE OCED 090/091

STUDENT HANDBOOK

Guidelines For Success Spring 2015

Office room 1811 (707) 864-7139 FAX (707) 646-2080
debra.berrett@solano.edu Website: <http://www.sccworkexperience.com>
Linkedin Group: SCC Work Experience Twitter: Debra Berrett @SCCworkExp

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About Work Experience

Unlike almost every other course at SCC students must **qualify** and be **approved** to enroll in Work Experience. Work Experience is a privilege and with all privileges come responsibilities. Students who are allowed to participate in the Work Experience program must show responsibility by knowing the handbook, maintaining communication with both the courseroom instructor and the worksite supervisor, **submitting all paperwork on time**, and using the opportunity to show growth in the workplace. **Because enrollment is limited, failure to live up to the obligations of this course can result in being dropped to make room for others; or course failure.**

Students should study this booklet very carefully. It delineates their responsibilities as participating students. It is important that students understand their responsibility for having the forms filled out, signed and turned in according to the schedule in this handbook. Other responsibilities are also listed herein.

Worksite supervisors may also find this handbook interesting and useful in understanding the roles of all concerned. It will explain how the Work Experience program operates.

Student Learning Outcomes

1. Analyze, design, develop and record learning objectives that are specific, measurable, achievable, reasonable and time-oriented (IVC. Workplace skills).
2. Demonstrate above average competence in 21st Century Work and Life Skills and defined objectives (IVC. Workplace Skills).
3. Complete critical self-assessment regarding objectives and work place skills (IVA. Self-management and Self-awareness).

How many hours do I have to work?

To earn the following units, you must work/volunteer the following hours. You may not enroll in more than one section of work experience during one semester and you may not enroll in both OCED 090 and OCED 091 concurrently. Not all unit counts may be offered in a given semester. Check the schedule of classes to see what is available.

Full Semester Sections				
Units	Hours Week PAID (15 weeks)	Total Hours	Hours Week UNPAID (15 weeks)	Total Hours
1 UNIT	5 hrs per wk	75	4 hrs per wk	60
2 UNITS	10 hrs per wk	150	8 hrs per wk	120
3 UNITS	15 hrs per wk	225	12 hrs per wk	180
4 UNITS	20 hrs per wk	300	16 hrs per wk	240
5 UNITS	25 hrs per wk	375	20 hrs per wk	300
6 UNITS	30 hrs per wk	450	24 hrs per wk	360

12 Week Sections				
Units	Hours Week PAID (11 weeks)	Total Hours	Hours Week UNPAID (11 weeks)	Total Hours
1 UNIT	7 hrs per wk	75	6 hrs per wk	60
2 UNITS	14 hrs per wk	150	11 hrs per wk	120
3 UNITS	21 hrs per wk	225	17 hrs per wk	180
4 UNITS*	28 hrs per wk	300	23 hrs per wk	240

8 Week Sections				
Units	Hours Week PAID (7.5 weeks)	Total Hours	Hours Week UNPAID (7.5 weeks)	Total Hours
1 UNIT	10 hrs per wk	75	8 hrs per wk	60
2 UNITS	20 hrs per wk	150	16 hrs per wk	120
3 UNITS*	30 hrs per wk	225	23 hrs per wk	180

* Indicates that this number of units may be earned for OCED 090 but NOT OCED 091

As per Registration and Accreditation policies we will not be allowed to change units after the last day to add courses so calculate your anticipated hours carefully, if you are unsure – opt for a lower unit count.

All hours must come from **one jobsite** unless you CHANGE jobs.

You may change jobs once over the semester. You MUST contact the Work Experience Coordinator immediately. You must get a signed time card and supervisor's evaluation for the job you are leaving. You will need a new set of paperwork – including objectives for the new worksite.

You may not combine paid and unpaid hours in the same semester.

Solano College
Work Experience Education

Office: Room 1811 E-mail: debra.berrett@solano.edu Phone: (707) 864-7139 FAX: (707) 646-2080

Dear OCED 090/091 Student:

Welcome to the Solano College Work Experience Program! The Work Experience Program is designed to help you relate your college work to your eventual occupational/career goals through a working experience for an employer in the community. The coordinator and the resources of the Work Experience Education Office are available to help you obtain the maximum benefits of this experience.

This handbook has been prepared to provide you all forms and information necessary to meet the course requirements. **Please read this entire handbook carefully** as it contains pertinent information such as: required forms, assignments, due dates, and the grading standards. The completed forms should be turned in to your coordinator by the listed due dates. If you need duplicate forms you may download them from the Work Experience website at: www.sccworkexperience.com.

Work Experience Education is extremely valuable and is a significant part of your college education. "Learn while you earn" approaches have long been a viable method for providing education. As the program coordinator, I will strive to help make this goal a reality. Please feel free to contact me at any time during the semester.

In this package, you will find all the forms you need as well as a letter from my office to your employer/supervisor. Please remove this letter from the packet and give it to the supervisor who directly oversees your work.

Have a rewarding experience.

Debra Berrett

Debra Berrett
Work Experience Coordinator
Solano College

GRADING SCALE OCED 090 & 091

Work Experience is in some cases a California State University transferable course (up to 12 units), and a letter grade is issued. Up to 16 total units of Occupational Work Experience may be earned over multiple semesters. Up to 6 units of General Work Experience may be earned over multiple semesters. Total units in ALL Work Experience courses may not exceed 16.

ASSIGNMENTS:	
For a course Grade of A complete the following items with a 91% average. For a course Grade of B complete the following items with an 81% average. For a course Grade of C complete the following items with a 71% average.	
Paperwork grades are based on timeliness, completeness, and neatness.	
ITEM	POINTS
Student Agreement Pg. 7	100
Application (include supervisor's business card if they have one) Pg. 9	100
Map Pg. 10	100
Objectives Worksheet (1 objective per unit of OCED, signed by supervisor and approved by instructor) Pg. 21	100
Supervisor's Statement of Understanding Pg. 23	100
Time Card Pg. 25	100
Supervisor's Evaluation Pg. 27	100
Self-Analysis Essay Pg. 29	100
Program Survey Pgs. 31-32	100
Participation in meetings/seminars <i>Online Sections – seminars are the online threaded discussions. Face-to-face they are the weekly scheduled seminars.</i>	25 each

IMPORTANT NOTE: Failure to turn in any paperwork will result in being dropped or failed. You are being graded on the accuracy, neatness, and timeliness of the paperwork. You must still submit late paperwork but points will be deducted.

Incomplete Policy: The grading policy requires that an Incomplete ("I") grade be given only for satisfactory but incomplete work for an "unforeseeable emergency and justifiable reason" which occurs at the end of the semester. Supporting documentation from doctors WILL be required. If this is not submitted to the OCED office, the student may receive an F or another letter grade as appropriate. **It is the student's responsibility to contact the OCED office to complete an "Incomplete Grade Contract" form.**

NOTE: Lack of getting signed paperwork from jobsite supervisor by posted due dates are not considered an unforeseeable emergency and will not be approved by the Dean for an Incomplete grade.

COURSE ASSIGNMENTS CHECKLIST

Follow this simple checklist to keep track of the assignments you will be completing this semester. Note: failure to submit paperwork in a timely manner can result in failure of this course or being dropped. It is your responsibility to get all paperwork filled out and turned in according to posted due dates. **Due dates are on the calendar at the end of the handbook.**

To pass this course the following items must be submitted with an average score of at least 71%:

- ❑ **STUDENT AGREEMENT.**
- ❑ **APPLICATION/MAP.**
- ❑ **LEARNING OBJECTIVES WORKSHEET.**
- ❑ **SUPERVISOR'S STATEMENT OF UNDERSTANDING.**
- ❑ **TIME SHEET.**
- ❑ **SUPERVISOR'S EVALUATION FORM.**
- ❑ **SELF ANALYSIS ESSAY.**
- ❑ **PROGRAM SURVEY**
- ❑ **ATTEND WEEKLY ACTIVITIES THROUGHOUT THE SEMESTER.** As with your job, attendance in weekly activities is mandatory. You may attend any section offered during the week. Online students will log in to the online classroom and participate in a weekly activity. There are no "excused" absences. Extended illness will be handled individually. Schedule other activities around these activities. Do not phone in absences. Failure to participate in weekly activities will result in either being dropped from the course or failure of the course.
- ❑ **WORK A MINIMUM OF 75 HOURS PAID OR 60 HOURS UNPAID PER SEMESTER FOR EACH UNIT OF OCED 090 or 091 CREDIT.** You must change CRN numbers if you need to add or drop units. **As per Registration and Accreditation policies – you will NOT be allowed to change units after the last date to add with an add code.** You must notify the work experience office BEFORE changing jobs during the semester. Failure to properly notify instructor of job changes may result in failing the course.

STUDENT AGREEMENT
Required to remain in course. Print NEATLY
Due at first class or orientation

Online? Y N

CHECK ONE: ☐ **OCED 090** ☐ **OCED 091** **SCCID#** _____

CHECK ONE: ☐ **New to OCED** ☐ **2nd Time** ☐ **3rd Time** ☐ **4 or more times**

Mr. Ms. Last: _____ **First:** _____

Street: _____

City: _____ **ST** _____ **Zip** _____

E-mail: _____ **Phone#** _____

- The main objectives of the Work Experience Education Program are to:
- Learn on your job
- Improve your job performance
- Accept new responsibilities and handle them successfully.

STUDENT AGREEMENT: I agree to meet the following commitments in order to receive credit each semester that I am enrolled in the Work Experience Program.

- Develop and work to achieve my on-the-job Work Experience learning/performance objectives.
- On the job, be prompt and regular in attendance, appropriately groomed, honest, courteous, and willing to learn under supervision. I will comply with all reasonable employer requests.
- Work 75 hours per semester for each unit of credit in paid employment. Or work 60 hours per semester for each unit of credit in unpaid/volunteer work. (Unpaid/volunteer work must meet Labor Law Requirements).
- Complete and hand in all required reports and papers on time. Late paperwork may result in being dropped or failed.
- Call or visit instructor/coordinator as required, attend weekly activities, and comply with all reasonable requests.
- Notify instructor/coordinator or the Work Experience Office, in writing, immediately of any changes in work assignment, hours, location, work phone number, supervisor, home address, or home phone number.
- Notify instructor/coordinator or the Work Experience Office immediately and in writing, if released from worksite before the end of the semester.
- Submit signed records of hours worked to the Work Experience Office within the required time.
- I have read all and foregoing statements and I accept and agree to fulfill these obligations to earn credit for participating in the Work Experience Program. I understand that my worksite supervisor and my instructor/coordinator will evaluate my work before I am allowed credit for any semester's participation. I further understand that I will be subject to the current grading policies of Solano College as well as the policies of the Work Experience Program. I understand my instructor is not responsible for dropping me from this course but reserves the right to drop me if I fail to submit paperwork in a timely manner or fail to comply with the terms of this agreement.
- I authorize the Solano Community College District to give my worksite supervisor information from my academic records needed to facilitate my participation in the Work Experience Education Program.

Student's Signature

CRN#

Today's Date

#Hours Worked per Week

#OCED Units: ☐ ☐ ☐ ☐ ☐ ☐
 1 2 3 4 5 6

Paid ☐ Unpaid ☐

Major: _____

Job title: _____

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WORK EXPERIENCE EDUCATION APPLICATION

Late = 10% per day
Required to remain in course

PLEASE PRINT OR TYPE LEGIBLY WITH BLACK OR BLUE INK

CHECK: ☐ Full Semester ☐ 12 Week ☐ 8 Week **DATE:** _____

#OCED Units: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 **CRN#:** _____ ☐ OCED 90 ☐ OCED 91

Mr. / Ms. Last: _____ First: _____

Street: _____

City: _____ State: _____ Zip: _____

E-mail: _____ Phone: _____

WORKSITE INFORMATION*

(Student is to complete this information – not the worksite supervisor!)

_____ Date started at worksite Check one: ☐ Paid ☐ Unpaid Have you completed OCED before? Yes No

of Hours per Week _____ Shift Time _____

Company Name: _____ Product or Service: _____

Street: _____

City: _____ State: _____ Zip: _____

Mr. /Ms. Supervisor Last: _____ First: _____

Supervisor e-mail: _____ Supervisor Phone: _____

Best Time to Contact Supervisor: _____

Describe Worksite Duties: _____

Declared College Major: _____

Occupation or Career Goal: _____

How Did You Hear About Work Experience? _____

***If you are not working or volunteering yet complete the top part of the application and submit by due date. Submit a second completed application immediately upon hire or selection at work site.**

Be sure to make a copy to keep for your files before submitting original.

Solano College
Work Experience Education

Name: _____ Date: _____

WORKSITE MAP

Late= 10% per day deduction

Required to pass course

To enable me to visit you and your supervisor, I will need a good, functional map. Draw a detailed map of how to get to your worksite from Solano College. Label freeways, off ramps, streets (especially the nearest cross street), points of interest, and building number or name. You may complete this as written directions as long as it is clear.

You may attach Internet maps only if you have checked for correctness and included specific instructions for how to find your supervisor in the building (i.e. don't leave me in an office complex parking lot). This completed form must also accompany Internet maps.

BUSINESS NAME _____ SUPERVISOR NAME _____

ADDRESS _____ PHONE _____

BUILDING # OR NAME _____ ROOM # _____

Submit original and be sure to make a copy for your files.

To: Worksite Supervisor
From: Debra Berrett – Solano College Occupational Education Coordinator

The student who delivered this letter to you has shown an interest in improving on-the-job skills by enrolling in the Work Experience Program at Solano Community College. This program requires the student to seek new or expanded opportunities on-the-job that will focus on learning and demonstrating 21st Century Work and Life skills.

A major advantage of this program is that it gives you the opportunity to make a contribution to this student's education in a way that will also directly benefit you and your organization. National and local employers have identified the following skills as vital to success in any type of job. We believe these skills can significantly improve student workplace performance by participation in the structured process of this course. These 21st Century Work and Life Skills are:

Communication	Customer Service	Time Management
Honesty/Integrity	Interpersonal Skills	Motivation/Initiative
Teamwork	Analytical Skills	Flexibility/Adaptability
Technology	Job Knowledge	Leadership
Professionalism/Work Ethic		

Your partnership is critical. Your time is as valuable as your involvement and we have streamlined your participation to minimize your time commitment. We are asking for your cooperation in a three-step process:

- At the beginning of the semester, discuss with your Work Experience student the 21st Century Work and Life Skills. Your student will present a draft of learning objectives possibilities. Please help the student finalize these objectives or suggest other learning objectives that might be more relevant to your particular work situation. Sign and date the Learning Objectives Worksheet and complete the Worksite Supervisor's Statement of Understanding which tells us you have agreed to participate. **Please be aware that students have deadlines on these forms and late forms will cause a loss of points or being dropped from the program.**
- During the semester, you will be contacted by our office to briefly discuss the student's progress. If you provide an email address for initial contact on the Supervisor's Statement of Understanding the process is much less time-consuming. Contact is made through a combination of a short site visit, email and/or phone.
- At the end of the semester, you will be asked to sign a timesheet to verify hours worked by the student. You will also be provided with a "Supervisor's Evaluation Form" where you will rate the student on completion of the Learning Objectives identified at the beginning of the semester. **Please be aware that students have a deadline for these forms and WILL fail the course if paperwork is late.**

Thank you for your cooperation. We look forward to working with you in helping your student with his/her professional development and educational goals and creating a stronger workforce for your business.

Additional information about the program or requesting interns can be found at <http://www.sccworkexperience.com>.

Thank You

Debra Berrett

Debra Berrett
Occupational Education Coordinator
<http://www.sccworkexperience.com>
debra.berrett@solano.edu
707-864-7139 Fax 707-646-2080

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Learning Objectives

An Opportunity to Brainstorm about You, Your Work and Your Education....

One of the requirements of Work Experience is that you develop new or expanded responsibilities or learning activities at your work site built around employer-identified 21st Century Work Skills. We intend to provide the opportunity for you to transfer or demonstrate the knowledge and skills you are developing at college into a workplace environment.

The process for developing learning objectives begins with you and your critical analysis of the situation. The final learning objectives are written on the Learning Objectives Worksheet then reviewed and approved by you, your work supervisor/mentor, and your Work Experience instructor. The process is not difficult and can be used anytime that you want to set up goals for your work or education. Following the steps below will help insure that you get the most from this course and from your learning objectives.

STEP 1: Analyze Your Needs, Your Work and Your Worksite

NEW JOB

- What needs to be learned about the policies and procedures of the company?
- What new duties or responsibilities do you need to learn?
- If you are part of team or crew, how can you improve the team or your contribution to the team?
- Is this job the beginning of your dream career or is it a job where you will be developing employability skills?
- Can you begin to work independently in completing complex assignments?

EXPANDING RESPONSIBILITIES

- If you have a routine evaluation at work, consider items that have been suggested for your growth or improvement.
- Is a promotion or job change something you are considering?
- Would you like more responsibility?
- Do you need to find ways to delegate the workload?
- What improvements would make your work or worksite safer and more efficient?
- If you manage or direct other people, how can you improve your management skills or interactions with these people?
- Can you develop new skills through cross training?
- Are you in college to transition to another field of work? What transferable employability skills will you take from your current position into your new career?

INTERNSHIPS

- Some companies have a specific plan and structure for interns and some do not; what is the protocol at your internship site?
- Do you have some specific knowledge and skill you have learned at college that you want to try in the "real world"?
- Will you be in a specific area or work in a particular project or will you be learning many different aspects of this business?
- If there are other interns at this site, will you be working as a team?
- If mentoring is part of the internship, what would you like to learn from the mentor?
- What skills or experience do you want to be able to put on your resume after this internship?

STEP 1: Analyze Your Needs, Your Work and Your Worksite (cont.)

Consider the following categories and begin to identify potential growth or learning opportunities.

Routine Duties: What are your duties and how can you expand, revise, update, and develop these assigned responsibilities? What are your strengths or weaknesses in your job assignments? Consider improving your efficiency in completing routine duties.

Problem Solving: Is there a specific functional problem at the worksite that you can help solve? What challenges do you face at work? This can include customer service improvements, equipment issues, sales processes, coworker issues, etc. You can consider developing solutions and presenting these to management if you cannot actually make changes.

Personal Improvement: What personal attitudes, skills or habits will enhance your human relations or employability skills? What can you learn about the culture of your customers? What are your opportunities for self-realization at this worksite? Can you begin to work independently in completing complex assignments? Consider what you need to improve change or learn with communication, teamwork, time management, organization, leadership, accuracy, or skills required in your job.

Creative Opportunities: Can you help save time, expenses or materials? Is there a product, process or procedure that you would like to try improving? Is there a new technology that can be implemented? How are global and multicultural issues impacting your company? Is there some specific skill or process that you want to learn at work?

Career Advancement/New Assignments: What knowledge or skills do you need in order to receive a promotion, raise, or get hired within the current company or at another company? Do you need more information, or a specific plan to reach this desired goal? Are there professional organizations for this career that can provide you with more information about the field?

STEP 2: Write S.M.A.R.T. Learning Objectives

A learning objective is a statement about what you want to improve, change or learn that is stated in terms of measurable results and limited by a specific timeframe.

You will be developing from 1 to 6 learning objectives for this course (1 objective for each unit of OCED you wish to earn). These can be separate objectives that cover different aspects of what you want to learn, change or improve.

Another format for the learning objectives can be one that is sequential, that is one objective is used as the foundation for the development of another objective.

Your learning objectives need to be college-level and appropriately challenging. They cannot be a repetition of some task or skill that you have already mastered. They cannot be learning objectives you used in previous work experience courses, unless you can demonstrate new or expanded learning or responsibilities.

Your learning objectives must be **S.M.A.R.T.**

◆ Specific ◆ Measurable ◆ Achievable ◆ Relevant ◆ Time-Based

Specific: Describe a precise or specific outcome linked to a rate, number, percentage or frequency, and identify the learning or action process. Technical terminology is appropriate if it is understandable to both student and supervisor/mentor.

Measurable: Describe the system you will put in place to measure or evaluate your progress or achievement of the objective. There needs to be an end-product or behavioral change that your supervisor/mentor can observe and evaluate.

Achievable: Ask yourself the following questions:

- With a reasonable amount of effort and application, can I achieve this objective within the timeframe?
- Have I considered personal or professional limitations and constraints?
- If training is necessary, will it be provided within the timeframe?

Relevant: Can you make an impact on the situation? Is it important to your education, to your supervisor/mentor, or to your employer?

Time-Based: Clearly define your completion date by giving a specific date or timeframe. The date must meet your syllabus guidelines and be prior to the end of the semester.

STEP 3: Develop Your S. M. A. R. T. Learning Objectives Using the Learning Objectives Worksheet

You are now prepared to draft your individual learning objectives on the Learning Objectives Worksheet. Using the ideas and thoughts from your analysis and the Resources for Developing S.M.A.R.T. Learning Objectives on the next few pages, complete the Learning Objective Worksheet on page 21 of this handbook.

STEP 4: Follow the S.M.A.R.T. Learning Objectives Format

1. Start with an action word. (See Action Word List on pages 16-17)
2. State **what** you want to learn, change or improve with a rate, number, frequency or percentage.
3. State **how** you will learn, change or improve it and what resources you will need. (See Learning Process Word List on page 18.)
4. State how the results will be **evaluated or measured**. (See Measurement / Evaluation Word List on page 18.)
5. State **when** it will be completed.
6. Identify at least one 21st Century Work and Life Skills that matches the Learning Objective (See 21st Century Work and Life Skills Sets on pages 19-20)

EXAMPLE

To	prepare	two supplement orders by reviewing current supply of products and reading the expiration codes. Supervisor will provide store manual and assist with first order	Supervisor will review both orders for accuracy.	By April 5, 20XX
Action Word		What and How	Measurement	Completion Date

Which Work/Life skill set(s) is being addressed (pgs. 19-20)? Analytical Skills, Communication, Initiative

ACTION WORDS – Possible terms to start S.M.A.R.T. Learning Objectives

Clerical	Communications	Creative	Critical Thinking	Financial	Human Resources
Arrange	Address	Adapt	Adjust	Allocate	Advise
Automate	Arbitrate	Author	Analyze	Analyze	Assess
Budget	Arrange	Blend	Apply	Appraise	Assist
Catalog	Articulate	Change	Appraise	Audit	Clarify
Calculate	Lecture	Conceive	Arrange	Transfer	Coach
Collect	Author	Create	Evaluate	Balance	Collaborate
Complete	Compose	Design	Assemble	Budget	Consult
Compute	Convince	Develop	Assess	Calculate	Counsel
Copy	Correspond	Devise	Calculate	Compute	Diagnose
Define	Define	Direct	Categorize	Decrease	Educate
Dispatch	Develop	Enhance	Choose	Forecast	Employ
Decrease	Direct	Establish	Collect	Increase	Group
Distribute	Draft	Formulate	Compare	List	Guide
Evaluate	Edit	Illustrate	Compose	Manage	Hire
Examine	Enlist	Improve	Construct	Market	Integrate
File	Formulate	Introduce	Create	Obtain	Handle
Generate	Influence	Invent	Design	Plan	Mediate
Identify	Interpret	Initiate	Diagram	Project	Monitor
Inspect	Interview	Launch	Estimate	Research	Motivate
Interview	Meet	Market	Examine	Simplify	Negotiate
Monitor	Moderate	Originate	Formulate	Tabulate	Place
Operate	Negotiate	Plan	Inspect	Update	Recruit
Organize	Participate	Prepare	Justify	Verify	Represent
Prepare	Persuade	Produce	Learn		Select
Process	Present	Propose	Measure		Sponsor
Purchase	Preside	Publish	Organize		Strengthen
Record	Promote	Rewrite	Plan		Train
Retrieve	Publicize	Setup	Prepare		Transfer
Review	Recommend		Structure		Rate
Separate	Recruit		Write		Revise
Schedule	Represent				Score
Screen	Restructure				Select
Summarize	Sell				Setup
Survey	Speak				Solve
Systematize	Translate				Summarize
Transcribe	Verbalize				Test
Update	Write				
Verify					

Action Word List - Possible terms to start S.M.A.R.T. Learning Objectives

Management & Leadership	Management & Leadership(cont.)	Research	Teaching	Technical
Activate	Oversee	Arrange	Advise	Assemble
Administer	Perform	Automate	Assist	Build
Analyze	Prioritize	Catalog	Clarify	Calculate
Approve	Plan	Categorize	Coach	Change
Assign	Preside	Calculate	Communicate	Complete
Attain	Produce	Classify	Control	Compute
Authorize	Propose	Collect	Design	Convert
Chair	Recommend	Compare	Develop	Construct
Collaborate	Reduce	Compile	Encourage	Design
Conduct	Regulate	Complete	Evaluate	Engineer
Consolidate	Remove	Compute	Explain	Install
Contract	Reorganize	Critique	Guide	Operate
Control	Replace	Define	Influence	Overhaul
Coordinate	Reposition	Diagnose	Inform	Modify
Delegate	Reproduce	Decrease	Instruct	Program
Develop	Retain	Distribute	Interpret	Remodel
Direct	Review	Evaluate	Motivate	Repair
Enact	Revise	Examine	Modify	Restructure
Establish	Schedule	Formulate	Persuade	Service
Evaluate	Simplify	Generate	Plan	Solve
Execute	Strengthen	Identify	Present	Sort
Expand	Standardize	Inspect	Record	Upgrade
Guide	Supervise	Interview	Rewrite	
Head		Investigate	Stimulate	
Implement		Monitor	Test	
Improve		Operate		
Incorporate		Organize		
Increase		Prepare		
Initiate		Process		
Institute		Record		
Investigate		Retrieve		
Launch		Review		
Lead		Separate		
Maintain		Schedule		
Mediate		Screen		
Negotiate		Summarize		
Organize		Survey		
Systematize				
Tabulate				
Update				
Validate				
Verify				

Learning Processes Words – Possible terms or ways to describe HOW you will learn, change, or improve your S.M.A.R.T Learning Objectives. Technical terminology is appropriate if it is understandable to both student and work/intern supervisor.

Adapting classroom knowledge	Meeting with	Researching
Applying new/current skills	Memorizing	Reviewing
Asking	Observing	Obtaining feedback
Assisting	Obtaining feedback	Seeking information
Attending	One-to-group sessions	Seeking input
Consulting	One-to-one sessions	Studying
Demonstrating	On-the job training	Surveying
Experiencing	Operating	Using a journal or report
Following policies and procedures	Organizing information or products	Testing
Gathering information or data	Participating	Trial and error
Increasing communication	Planning	Training
Increasing product knowledge	Practicing	Updating
Installing	Reading	Visiting
Interpreting	Receiving	Using necessary materials
Investigating	Recording	Working with co-workers
		Working with co-workers

Measurement and Evaluation words – possible terms or ways of measuring or evaluating S.M.A.R.T Learning Objectives

Accuracy	Observation
Client/customer feedback	Participants review
Company evaluation	Product development
Comparisons	Project completion
Co-worker feedback	Program review
Control process	Progress report
Critique	Quiz
Cross-check	Reduction
Demonstrate	Sales receipts
Display	Supervisor review
Drill	Surveying
Improved communications	Tally
Improved resource usage	Test
Improved organization	Verification
Improved time management	Written report
Increased accuracy	
Increased efficiency	
Increased knowledge	
Increased productivity	
Increased safety	
Inventory checks	
Invoice review	
Journal	
Meet standards	

21st Century Work and Life Skills With Sample Learning Objectives

COMMUNICATION

- To improve my verbal communication skills by accurately presenting 8 reports that detail my weekly sales totals, with my supervisor's feedback, by 3/4.
- To improve my writing and listening skills by attending 5 parent/teacher conferences and writing clear/accurate summaries for my supervisor, by 4/15.
- To create 3 reading lesson plans for third grade students by researching and reviewing available materials and potential methods. Supervisor will review all lesson plans and observe me teach one lesson. May 5, 20XX

CUSTOMER SERVICE

- To use effective customer service skills by clearly explaining proper oral hygiene to 10 new patients by 2/1.
- To increase customer service skills by greeting 15 regular customers by their names at the drive-in window by 4/14.

TIME MANAGEMENT

- To implement and synchronize my PDA with the daily office schedule, with daily tracking of attendance by 3/15.
- To speed up performance/efficiency of my back vs. front service duties including stocking, cleaning, and food prep, every shift, to the satisfaction of my shift supervisor, by 4/1.

INTERPERSONAL SKILLS

- To improve my interpersonal skills by asking my coworkers their ideas on resolving bad credit accounts, then presenting them to the department for their feedback, by 4/21.
- To assist my shift co-workers with their jobs, when I have free time once a week, without being asked, to my supervisor's satisfaction, by 4/12.

HONESTY / INTEGRITY

- To improve honesty/integrity skills by creating a new confidential tracking system for 10 clients, with input from my supervisor and coworkers, by 3/10.
- To demonstrate increased responsibility and honesty by taking on new duty of balancing cash drawer correctly one night a week, by 4/12.

MOTIVATION / INITIATIVE

- To demonstrate more initiative by learning the new pipe cutting machine and practicing on 3 different lengths, with 100% accuracy, by 4/3.
- To sell 30% more oil products and services, using suggestive selling, by 4/1.
- To reduce errors on completed work orders and timesheets by 100% by checking and editing work prior to submitting forms. Lower percentage errors on forms and review by supervisor October 30, 20XX

PROFESSIONALISM / WORK ETHIC

- To dress appropriately everyday for 30 days, to my supervisor's satisfaction, by 3/1.
- To demonstrate a positive work attitude by showing up on time and being professional and positive in my interaction with customers, to my supervisor's satisfaction, by 5/4.

TEAMWORK

- To demonstrate teamwork skills by presenting other managers with a video on new company account tracking system, collect their feedback, and present to my supervisor, by 4/20.
- To coordinate the up-sell of coffee products with other coworkers for a 20% sales increase, by 4/25.

21st Century Work and Life Skills

With Sample Learning Objectives (continued)

ANALYTICAL SKILLS

- To increase my analytic skills by making a checklist of 4 problem areas on the day shift and suggesting 1 cost effective solution for each problem by 3/12.
- To research the emotional state of 5 patients going through the rehab clinic, and discuss weekly with each one, with supervisor feedback, by 3/15.
- To develop a safety checklist by investigating all accident reports and gathering data. Submit list to supervisor for approval by November 15, 20XX
- To learn about ordering and billing process by completing 3 orders from estimate to invoicing. Supervisor will evaluate for accuracy by October 15, 20XX

FLEXIBILITY / ADAPTABILITY

- To outline a detailed plan for the upcoming dance at the teen center, including solution to 3 past problems, to my supervisor's satisfaction, by 4/24.
- To demonstrate my flexibility by cross training in two departments, at least one shift per week, to my supervisor's satisfaction, by 12/4.

TECHNOLOGY

- To improve technology skills by correctly operating the new print color copier without assistance, by 5/4.
- To create 4 new online credit card templates to be used by my department by 4/5.

JOB KNOWLEDGE

- To reorganize the current filing records and integrate the old ones into the archives correctly, by 3/2.
- To dispose of biohazard waste from the medical room, following correct hospital procedures, with 100% accuracy, by 3/15.

OTHER

- To develop five recommendations for reducing equipment failure rates by 4/12.
- To design an instrument for testing the quality of used spark plugs by 10/31.
- To devise a faster method for analyzing computer printouts by 12/6.
- To reduce my math errors on job tickets to not more than four per month by 5/10.
- To analyze safety practices and write a report detailing specific improvements by 3/12.
- To develop techniques for reducing wasted materials by 10% by 5/08.
- To increase production of gussets to 12 per hour with no loss of quality by 12/4.
- To increase my speed in minor engine tune-up by 10% without loss of efficiency by 5/5.
- To reduce down time by 5% through improved parts ordering procedures by 12/5.
- To increase my monthly sales totals by making five more calls per week by 5/6.
- To list names, uses, and dosages of 15 commonly used medications with no errors by 12/4.
- To compile a list of 10 customer relation techniques and practice them on customers to my managers satisfaction by 5/15.
- To correctly demonstrate range of motion on three different patients by 12/5.
- To read and summarize at least 3 articles on shoplifting prevention and discuss them with my supervisor by 5/10.
- To identify and submit a list of all stock items that have had no demand for 6 months or more by reviewing stock and sales records resulting in Improved stock management by Feb 3.

Please Note: The objectives must be finished during this semester!!!!

Late = 10% deduction per day **Required to pass course**

Check One: ☐ 090 ☐ 091 Circle number of OCED units: 1 2 3 4 5 6 Major: _____

Worksite supervisor DOES NOT fill out the form – merely approves the form. Supervisors please note students have a deadline for this form and may fail the course or be dropped if it is late.

To				
Action Word		What & How	Measurement	Completion Date

To				
Action Word		What & How	Measurement	Completion Date

To				
Action Word		What & How	Measurement	Completion Date

To				
	Action Word	What & How	Measurement	Completion Date

To				
	Action Word	What & How	Measurement	Completion Date

To				
	Action Word	What & How	Measurement	Completion Date

Signatures: _____

Student Supervisor Instructor

21

SUPERVISOR'S STATEMENT OF UNDERSTANDING
PAID EMPLOYEE/INTERN AGREEMENT

Late = 10% deduction per day. Required to remain in course

_____ (student) is interested in participating in the Work Experience Program at Solano Community College and will be participating at this worksite in the following capacity: Paid employee/intern

I have received and read the letter addressed to the worksite supervisor and other information regarding this program and understand that I will be participating in the following way:

1. Help my PAID student employee/intern identify new work objectives that will be challenging and achievable within the remaining weeks of the academic term.
2. Meet with an instructor (in person visit, email, and/or phone) from Solano Community College to discuss these objectives and discuss how my PAID student employee/intern is progressing.
3. Sign my PAID student employee/intern's time card to verify the time he/she has worked during the designated period.
4. Monitor my PAID student employee/intern's performance in achieving the objectives.
5. Complete evaluation of my PAID student employee/intern at the end of the academic term.
6. I am aware that my PAID student employee/intern/volunteer has deadlines for all required paperwork and may fail or be dropped if paperwork is late. I will help students learn the importance of meeting deadlines by signing paperwork when requested.

Paid student interns/volunteers are not covered by the Solano Community College District Workers' Compensation program and as a paid employee/intern the company is responsible for all State and Federal wage and labor requirements.

I can be reached by telephone from: _____ (am/pm) until _____ (am/pm)

on the following days: _____.

Preferred phone number: _____

I can be reached by email at: _____

Supervisor's Signature

Date

Mr./Ms. _____
Please print name

Business Physical Address

The student is responsible for returning this completed form to his/her instructor.

Original and 1 copy to instructor Make one copy for your records Make one copy for supervisor 10/14

SUPERVISOR'S STATEMENT OF UNDERSTANDING
UNPAID INTERNSHIP AGREEMENT
Late= 10% deduction per day. Required to remain in course.

The purpose of this agreement is to identify the conditions under which the College and a company or Agency may agree to provide unpaid work experience to cooperatively train a student in a job related to a specific major or course of study. The parties involved will be the supervisor, called the "Agency," agreeing to provide a training experience to a student; the Occupational Work Experience Education program of Solano Community College, or the "College," and the student.

The Occupational Work Experience Education Program of the college is operated in compliance with sections 55250-55257 of Title V. of the California Code of Regulations. According to the State Labor Code, Section 3368, Solano Community College assumes Worker's Compensation responsibility for the student internship when the employer is not paying the student and when the internship meets these conditions as set forth in Federal Labor Law and Title V:

1. The student named below is enrolled in an Occupational Work Experience course at Solano Community College.
2. The internship program is open to all without regard to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.
3. There is a structured training program identified on the Learning Objective Agreement between the college, student and employer; the hours of work are verified; and an evaluation is completed along with other course work by the end of the semester. Interns are not independent contractors, and it is the parties' mutual intent that interns are not employees of either College or Agency for purpose of minimum-wage and overtime laws.
4. The focus of the training is primarily for the benefit of the student. If travel is required, the intern must accompany the supervisor who will be the designated driver.
5. The intern does not displace other paid workers.
6. The student is not guaranteed a job as a result of the training; however, the intern may be offered a paid position at any time during the training by arrangement between the employer, instructor and the student.
7. There is an understanding that the student is not entitled to pay during this training experience; however, that change can be mutually made at any time during or after the initial training experience.

STUDENT AGREEMENT: I agree to cooperate with the Agency and the instructor in this internship, to accept responsibility to keep a regular work schedule by arrangement with the employer and the instructor; to put in all the hours of work agreed upon; as well as the Work Experience course requirements in accordance with Title V including; writing and completing the Learning Objective Agreement, compliance with all other course requirements and the resulting grade from this course. I will not terminate the internship without first conferring with the supervisor and the Work Experience instructor.

STUDENT SIGNATURE _____ DATE _____

AGENCY AGREEMENT: The Agency agrees to cooperate with College and the student to provide a training experience related to the student's major or program. It is understood that this is an Unpaid Internship and that the student will not be paid for this work experience, but may continue as a paid employee. It is understood that Solano Community College assumes Worker's Compensation responsibility for the properly enrolled student when the student is not paid and not covered otherwise, and that the student will not work as an intern before or after the semester. The Agency agrees to provide the intern a safe professional working environment. Finally, the Agency agrees not to terminate the student or the internship without first conferring with the student and the Work Experience instructor.

AGENCY SIGNATURE _____ DATE _____

COLLEGE AGREEMENT: The College agrees to refer qualified and interested students to the Agency, to provide counsel and guidance to the student. The College will grant academic credit for this work experience when all assignments are completed. It is understood that the student will not be paid for this work experience, and under these conditions that Solano Community College assumes responsibility for Worker's Compensation when the student is not paid and not covered otherwise, and that the student will not work as an intern before or after the semester in this program.

INSTRUCTOR'S SIGNATURE: Debra Berrett Occupational Education Coordinator Fall 2015 Semester

AGENCY: _____
ADDRESS: _____
CITY/STATE/ZIP: _____
CONTACT PERSON: _____
PHONE: _____
EMAIL: _____

STUDENT: _____
MAJOR: _____
HOURS PER WEEK: _____ UNITS OF CREDIT: _____
SESSION: FALL/ SP/ SMR (CIRCLE ONE)
FULL SEMESTER/ 12WK/ 8WK (CIRCLE ONE)

TIME CARD – Spring 2015

Required to pass course. Due May 6 (all sections) **Late = 20% deduction per day**

☐ PAID ☐ UNPAID OCED ☐ 90 ☐ 91 #OCED Units: 1 2 3 4 5 6

STUDENT'S NAME: _____

STUDENT'S PHONE #: _____

COMPANY: _____

ADDRESS: _____

SUPERVISOR: _____

SUPERVISOR PHONE # : _____

Indicate total hours worked each week.

WEEK 1 1/12-1/18 _____

WEEK 10 3/16-3/22 _____

WEEK 2 1/19-1/25 _____

WEEK 11 3/23-3/29 _____

WEEK 3 1/26-2/1 _____

WEEK 12 3/30-4/5 _____

WEEK 4 2/2-2/8 _____

WEEK 13 4/6-4/12 _____

*WEEK 5 2/9-2/15 _____

WEEK 14 4/13-4/19 _____

WEEK 6 2/16-2/22 _____

WEEK 15 4/20-4/26 _____

WEEK 7 2/23-3/1 _____

WEEK 16 4/27-5/3 _____

WEEK 8 3/2-3/8 _____

#WEEK 17 5/4-/5/10 _____

**WEEK 9 3/9-3/15 _____

WEEK 18 5/11-5/19 _____

Week 1 - 9 Subtotal _____

Week 10 – 18 Subtotal _____

Total Hours for Semester: _____

SUPERVISOR'S SIGNATURE: _____

Supervisor Comments:

*This is the date 12 week students start tracking hours.

**This is the date 8 week students start tracking hours.

#This form will be due on **Wed May 6**. Hours between May 6-19 may be projected with supervisor's signature. Insurance coverage ends on May 19. Make a copy of this time sheet before submitting to Work Experience Office. Credit cannot be issued if time sheet is not complete or not turned in.

SUPERVISOR'S EVALUATION

Solano College Work Experience 4000 Suisun Valley Road, Suisun, CA 94585
Office: Room 1811 Phone: (707) 864-7139 Fax: (707) 646-2080 E-mail: debra.berrett@solano.edu

Student: _____ Check One: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
Worksite Supervisor: _____ Supervisor Phone# _____
Company: _____ Student Phone # _____
Company Address: _____ City, ST Zip: _____

Agreement: The undersigned worksite supervisor and student agree with the validity of the objectives listed below and that the scores recorded reflect the true value and performance of the student at the work place.

Objective Number	Student - copy your objectives from your Objectives Worksheet here.	Supervisor – evaluate the objectives in the boxes to the right.	9-10 Excellent 6-8 Good 4-5 Fair 0-3 Needs Improvement
1	TO: _____		
2	TO: _____		
3	TO: _____		
4	TO: _____		
5	TO: _____		
6	TO: _____		

Attitude—Application to Work

____ Outstanding in enthusiasm
____ Very interested and industrious
____ Average in diligence and interest
____ Somewhat indifferent
____ Definitely not interested

Dependability

____ Completely dependable
____ Above average in dependability
____ Usually dependable
____ Sometimes neglect/careless
____ Unreliable

Relations with Others

____ Exceptionally well accepted
____ Works well with others
____ Gets along satisfactorily
____ Difficulty working with others
____ Works very poorly with others

Initiative

____ Proceeds well on his/her own
____ Goes ahead independently at times
____ Does all assigned work
____ Hesitates
____ Must be pushed frequently

Leadership

____ Extremely influential on others
____ Influences others
____ Does not influence others
____ Can be influenced by others
____ Easily influenced by others

Judgment

____ Exceptionally mature
____ Above average
____ Usually makes right decisions
____ Often poor judgment
____ Consistently bad judgment

Ability to Learn

____ Learned work exceptionally well
____ Learned work easily
____ Average in understanding work
____ Rather slow in learning
____ Very slow to learn

Quality of Work

____ Excellent
____ Very Good
____ Average
____ Below Average
____ Very Poor

Personal Appearance

____ Extremely well groomed
____ Well groomed
____ Appropriately groomed
____ Should improve
____ Poorly groomed

Supervisor Signature

Student Signature

OCED Instructor Signature

Date

Date

Date

NOTE: Required to pass the course This form is due on May 6, 2015 (all sections). Late = deduction of 20% per day
02/15 Submit original to OCED Instructor Keep a copy for your files Provide a copy to your supervisor

Self-Analysis Essay

Due Wednesday May 6 (12 and 8 week sections); May 14 (full semester);

OCED is a transferrable course. It therefore requires at least one written assignment.

A Self-Analysis is a typed essay, describing and assessing your learning experiences accomplished while enrolled in Work Experience. Your self-analysis must address the following questions in an essay format:

- Evaluate the orientation you attended at the beginning of the semester.
- Explain how using the 21st Century Work Skills helped you to develop your learning objectives.
- Compare and contrast your skill levels from the beginning of the semester to the end.
- Discuss your major accomplishments for **each** objective.
- Discuss any problems or challenges you encountered.
- Describe any changes in your working relationship with your supervisor as a result of the class and objectives.
- List some of the topics covered in the weekly seminars and discuss how they contributed to your growth in the specific 21st Century Work Skills.
- Identify one to two new goals you could develop at work for the future.
- Evaluate how this class relates to your current job, educational and career goals.
- Recommend any specific changes to the 21st Century Work Skills training that would help make it more effective for you and other students.

IMPORTANT:

- The analysis must include a title page with a title, your name, class name, and date. -5 points for missing page
- The analysis must be word processed, double-spaced, in **essay** format.
- 2-7 pages. Length determined by number of objectives. Approx. 1 page per objective + 1 page for other discussion items as noted above.
- 1 inch margins. 12 point font in Times New Roman.
- Proofread your work.
- This must be turned in on or before the due date. Not accepted late.
- **Will not be accepted late.**

NOTE! If you are in an online section of OCED 090 or 091 this MUST be submitted in the course room assignment area as either a Word document (.doc or .docx) or PDF file!!!

Office: Room 1811 E-mail: debra.berrett@solano.edu Phone: (707) 864-7139 Fax: (707) 646-2080

Program Survey – Side 1

Not accepted late. Due May 6 (12 and 8 week sections) May 14 (full semester)

Name _____

Date _____

CHECK: ☐ Full Semester ☐ 12 Week ☐ 8 Week

#OCED Units 1 2 3 4 5 6

CRN Number _____

(Check all
that apply)

I ENROLLED...

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

1. Because it is required.
2. To earn credit toward a certificate or degree.
3. Because it was recommended by my supervisor.
4. To qualify for financial aid.
5. To earn units transferrable to another college.
6. To improve myself as an employee.
7. Other _____

(Circle one)

Y N

8. Did you find your enrollment in the Work Experience Program valuable or beneficial?
9. What recommendation do you have that would make the program more valuable to you? _____

Y N

10. Do you plan on re-enrolling in Work Experience in future semesters?
If no why? _____

PROGRAM COMPONENTS

Y N

11. After attending orientation (or first day class meeting) did you understand the program requirements?

Y N

12. What recommendations do you have for improving orientation? _____

Y N

13. As a result of writing objectives, did you learn new skills on the job?

Y N

14. Was writing/planning objectives helpful in identifying areas of improvement or growth in your job/career?

Y N

15. Were you able to apply knowledge gained from the seminars on the job or in your personal life?

16. Which seminar(s) did you find most useful? Why? _____

17. Please list any seminar topics you would like to see added. _____

Program Survey – Side 2

(not accepted late)

- Y N 18. Did Work Experience contribute to your receiving increased responsibilities or promotion?
- Y N 19. As a result of Work Experience, did you have improved communication with your supervisor regarding your job performance?
20. Do you have anything else you would like to add about the program? _____
- _____
- _____

(Check all that apply)

HOW YOU LEARNED OF THE PROGRAM

- ☐ 21. On campus news publications
- ☐ 22. Off campus news publications
- ☐ 23. College catalog
- ☐ 24. Schedule of classes
- ☐ 25. Flyer
- ☐ 26. Counselors
- ☐ 27. Friends
- ☐ 28. Teachers
- ☐ 29. Career Education Fair/Campus Open House
- ☐ 30. Other

COORDINATOR

- Y N 31. My Coordinator is: Debbie Berrett
- Y N 32. Was available.
- Y N 33. Was helpful.
- Y N 34. Provided information valuable to my advancement.
35. Comments regarding your coordinator. _____
- _____
- _____

OPTIONAL

38. Any additional comments you would like to make?
- _____
- _____
- _____
- _____
- _____
- _____

I give my permission to use comments on this form in promotional materials.

Yes ☐

No ☐

THANK YOU!

Online Sections Due Dates Calendar Spring 2015			
Unit/Item	Discussion Opens	Discussion Closes	Due
Preview – Course Home	Jan 9	No discussion	
Unit 1 All discussions are due by 11:59PM Pacific time by the close date for the unit. THERE IS NO MAKE-UP FOR MISSED DISCUSSIONS	Jan 12	Jan 18	You must make your first post in Unit 1 within the first 3 days of the semester!
REQUIRED In Person Orientation. If you are working both days and have documentation schedule to meet the week PRIOR to orientation. I will try to schedule around your work hours and no forfeit of points. I will NOT arrange a special time after the scheduled orientation. Miss for ANY reason you are required to schedule time to meet during my office hours. Miss for any reason other than documented work or hospitalization for BOTH times you will forfeit points and may be dropped.			Jan 16 6-8 pm in room 1818 or Jan 17 12-2pm in Room 1818. Room 1818 is in the 1800 building on the Fairfield Campus. Choose one to attend. Mandatory even for repeat students.
Student Agreement If you cannot attend the orientation these forms are still due and should be posted to the assignment area in the course room.			Jan 16 or Jan 17 at in person orientation.
Application/Map If you cannot attend the orientation these forms are still due and should be posted to the assignment area in the course room.			Jan 16 or Jan 17 at in person orientation.
Unit 2 Discussion	Jan 19	Jan 25	
Supervisor's Statement of Understanding, Objectives worksheet			Wed. Jan 28 by noon. Extra credit if submitted at orientation.
Unit 3 Discussion	Jan 26	Feb 1	
Unit 4 Discussion	Feb 2	Feb 8	
Unit 5 Discussion	Feb 9	Feb 15	Drop date: not made up missing in person orientation or any outstanding paperwork by noon Feb 11.
Unit 6 Discussion	Feb 16	Feb 22	
Unit 7 Discussion	Feb 23	Mar 1	
Unit 8 Discussion	Mar 2	Mar 8	
Unit 9 Discussion	Mar 9	Mar 15	
Unit 10 Discussion	Mar 16	Mar 22	
Unit 11 Discussion	Mar 23	Mar 29	Last day to drop with a "W" is Mar 28
Unit 12 Discussion	Mar 30	Apr 5	
Spring Break	Apr 6	Apr 12	
Unit 13 Discussion -	Apr 13	Apr 19	
Unit 14 Discussion	Apr 20	Apr 26	
Unit 15 Discussion	Apr 27	May 3	
Unit 16 Discussion	May 4	May 10	
Time Card / Supervisor Evaluation			Wed May 6 by noon! Points WILL be deducted for late paperwork.
Self-Analysis Essay and Program Survey - Not accepted late!			Thursday May 14 by noon Not accepted late!
NO WORK OF ANY KIND ACCEPTED AFTER Thursday May 14 12:00 pm			

OCED 090/091
12 week FACE TO FACE
Due Dates Calendar
Spring 2015 (Revised Feb 23)

Week	Date	Topic	Due
1	Feb 11	Orientation – review handbook	Student Agreement Note: If you also turn in completed application/map today I will smile and you will get extra credit!
2	Feb 18	Setting Objectives	Application/Map Supervisor's Biz Card
3	Feb 25	Netiquette	Supervisor's Statement of Understanding Objectives Worksheet
4	Mar 4	Business Etiquette	
	Mar 11	8 week start – no class for 12 week	Dropping 12 week students who have Outstanding paperwork
5	Mar 18	Networking/Company Profile	
6	Mar 25	Resume	
7	Apr 1	Cover Letter	
	Apr 6-12	Spring Break	
8	Apr 15	Interviewing	Last day to drop with W Apr 14
9	Apr 22	Follow-up letter/ Master Application	
10	Apr 29	Review Resumes/Cover letter	I will provide some examples or you can bring your own for the class to review if you are brave!
11	May 6	Paperwork due!	1. Time Card 2. Supervisor's Evaluation 3. Self-Analysis Essay 4. Program Survey
NO PAPERWORK OF ANY KIND ACCEPTED AFTER YOUR FINAL ON MAY 6!			

OCED 090/091 8 week FACE TO FACE Due Dates Calendar SPRING 2015 (Revised Feb 23)			
Week	Date	Topic	Due
1	Mar 11	Orientation – Review handbook	Student Agreement Note: If you turn in completed application/map today I will smile!
2	Mar 18	Networking/Company Profile	1. Application/Map 2. Supervisor's Biz Card
3	Mar 25	Resume	1. Supervisor's Statement of Understanding 2. Objectives Worksheet
4	Apr 1	Cover Letter	Dropping 8 week students who have outstanding paperwork
	Apr 6-Apr12	Spring Break	
5	April 15	Interviewing	
6	Apr 22	Follow-up letter/ Master Application	Last day to drop with a "W" April 19
7	Apr 29	Review Resumes/Cover letter	I will bring some examples or you can bring your own for the class to review if you are brave!
8	May 6	Paperwork due!	1. Time Card 2. Supervisor's Evaluation 3. Self-Analysis Essay 4. Program Survey
NO PAPERWORK OF ANY KIND ACCEPTED AFTER YOUR FINAL ON MAY 6!			

BAYWORK Internship Guidebook

Appendix 2-H

West Valley College

Additional Program Information and Materials

Internship Informational Form (Educational Institution)

Educational Institution Contact	
Educational Institution	West Valley College
Contact Name	Anna Harrison, , ASID, LEED AP
Email	Anna.Harrison@westvalley.edu
Phone	408-315-3270
General Coordination of Internship Programs	
Program Coordination	
<i>Do you have an internship coordinator?</i> <i>If yes, please describe the role/responsibilities of the coordinator.</i>	Yes. To recruit interns. To assist program champions in the development of the projects to which interns were assigned. To coordinate and provide learning opportunities such as tours to sustainable certified buildings and guest speakers. To evaluate interns. To recruit program champions, mentors, and advisors for each project at each targeted building.
Publicizing Opportunities	
<i>How are students informed of internship opportunities?</i> <i>Please attach any example promotional materials.</i>	Through social media, classrooms visits, and website. Website: http://westvalley.edu/careers/leed-internship/#
<i>Does your outreach connect with the parents of the targeted students?</i> <i>Please attach any example promotional materials.</i>	No.
Resources	
<i>How are the students prepared for the internship?</i>	It has varied overtime. At the beginning the internship was promoted to those who took sustainability classes. More recently, anyone who was interested in obtaining the LEED GA credential. In sum, it was designed to provide hands-on experience to interior design or architecture students who sought to obtain the LEED GA credential. They would fill out a form describing their experience and previous coursework. In essence, students who qualified, and thus deemed prepared, had taken the training necessary to be successful at the projects that were central to the internships.

Internship Informational Form (Educational Institution)

<i>Do you help the students with the application process? Please explain.</i>	Students would be e-mailed an application and they would send it back to the coordinator. Also, some would download the application from the website.
---	---

Internship Informational Form (Educational Institution)

Self-Evaluation	
<i>How do you measure the success of internship programs?</i>	By the number of hours. Hours translated into credit units. For example, 190 hours were worth 3 units. Interns were to turn in a very detailed timesheet in addition to reporting the projects they had worked on. Completion of the internship was also a metric. Lastly, the number of students who obtained the LEED GA credential was a metric that help us determine program success.
<i>Do you track the intern's success and hire? Please explain.</i>	Intern's hire and success were informally tracked via Facebook. Those students securing a job or obtaining a LEED GA credential would post the good news on Facebook . They were encouraged to form part of "the sustainable community." By the time they had finished the internship they were very dialed in it.
<i>Please share any lessons learned!</i>	It was critical to have projects for the intern to work on. Because this internship took place on campus, having projects entailed developing partnerships with administration, facilities, and faculty and involving somebody with significant power in the organization that communicated to supervisors the importance and value of working with students. These are some internship projects: • Fox Building Existing Building (EBOM) credits for LEED certification • Examining and creating WVC campus (sustainable) landscaping master plan • Reporting the events of the Sustainability Committee and Facilities Advisory and Safety Council • LEED Signage benchmarking • LA/SS Building LEED Signage Competition • AAS Building Green Wall Research • Green Apple Day of Service - empower community with the knowledge about Water Conservation • Attend and organize sustainable events and tours
Overview of Internship Partnerships	
<i>Please provide a brief overview of the internship programs that you work with.</i>	I only coordinated the internship program reflected throughout this questionnaire.
Internship Partnerships with Water/Wastewater Utilities	

Internship Informational Form (Educational Institution)

<i>Do you have any internship partnerships within the water/wastewater industry?</i> <i>If yes, please list the partners.</i>	No.
---	------------

Internship Informational Form (Educational Institution)

Please select one exemplary partner internship program to be the "Spotlight Internship" and the focus of the remaining questions.

Spotlight Internship Program Contact and Overview	
Internship Program Name	WVC LEED internship program.
Internship Program Contact Person	Anna Harrison, , ASID, LEED AP
Internship Program Contact Email	Anna Harrison, , ASID, LEED AP
Internship Program Contact Phone	408-315-3270
Intern Age Bracket (check all applicable)	☐ Middle School ☐ <u>Community College</u> ☐ High School ☐ University ☐ Other: _____
Eligibility Criteria	Those interested in obtaining the LEED GA credential and had familiarity to sustainability as it applies to the built environment. Most of the students were enrolled in the interior design program and a few others in the architecture program.
Number of Interns in Program	From 5 to 20 a semester.
Spotlight Internship Program Details	
History/Development of Program Partnership	
How did the program partnership come to be?	An architect approached the interviewee to develop projects consisting in students working auditing the FOX building on campus. Then, it was expanded to the West Valley Mission District. Additionally, David Esmaili secured funding for the pilot project.
Program Components	

Internship Informational Form (Educational Institution)

<i>What were the program components, including advertising, selection, and orientation?</i> <i>Please attach any example calendars or program overviews.</i>	Ideally, interns performed 3 different roles. One for each semester that the internship experience encompassed. The first semester they were regular interns and a mentor was assigned to each intern. The second semester they were mentors for first – semester interns. Finally, the third semester they became champions of the program and sometimes got hired. In sum, they worked in multi-year projects providing internal mentoring. Advertising: As indicated above. Selection: They had to submit an application and show up at the kick-off meeting. According to the answers given in the application form and selection criteria indicated above, preparedness for the internship was determined. Orientation: Kick-off meeting. Former interns would showcase their internship to the new interns. Another component: Regular meetings, which were mandatory, took place either weekly or every other week. They comprised guest speakers coming from industry, tours of certified buildings, and interns giving presentations.

Internship Informational Form (Educational Institution)

Partners	
<i>Who were the internship program partners?</i>	West Valley College, the District facilities department, the interior design and architecture departments, administrations, the West Valley President Office., the West Valley College Sustainability Community, and USGBC-Northern California Chapter.
<i>Were there any challenges to start the partnership?</i>	The passion that the program ambassadors exuded ignited everybody we talked to. The challenge was keeping it going by finding projects that were of value to the host organization.
<i>How do you envision starting an internship program with industry partners?</i>	The internship took place on campus and industry supported the program by sending guest speakers and providing mentors and judges for competitions.
Resources	
<i>Please provide input on internship models that you have been a part of or internship models that you believe to have a strong foundation.</i>	N/A.
Program Outcomes/Statistics	
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A.

Internship Informational Form (Educational Institution)

Additional Information	
<i>Feel free to provide any additional information.</i>	We won the Board of Governors of the California Community Colleges Excellence & Sustainability award in the Faculty and Students Initiatives. See (http://cccutilitypartnership.com/140420_BOG_Awards_2014_Call_for_Nominations.pdf) FACULTY/STUDENT INITIATIVES: West Valley College The West Valley College Leadership in Energy and Environmental Design (LEED) Internship was created to fulfill the hands-on requirement for the West Valley College Sustainability Certificate Program using the campus as a living laboratory. The interns are involved with all aspects of sustainability on campus. Apart from work with the built environment, focus includes sustainable development, social justice and issues pertaining to a holistic approach of environmental stewardship. The result has been a growing group of highly motivated and visible sustainability advocates on campus. In 2011, the college's LEED Internship pilot program was initiated with five interns working on a feasibility study for the LEED Existing Building Operations and Maintenance certification of the Fox Technology Center on campus and expanded in 2012 to 20 students who launched a Facebook group and blog. Three of the interns from the pilot continued on and became mentors for new interns. Four teams were created, each with an area of concentration - energy management master plan, district standards, new construction and the Fox Existing Building Operations and Maintenance certification. For the spring 2013 semester, focus is on writing the sustainability plan in partnership with the West Valley College Sustainability Committee; implementation of the creek restoration project and long-term planning for the future of the internship.

Please attach any material or tools used from successful internship programs. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual process, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

**Annual California Community College Board of Governors
Energy & Sustainability Award Program
2013 Nomination Form
For Faculty/Student Initiative**



West Valley College LEED Internship

Please complete and submit this Nomination Form with the subject line **"BOG Award Nomination"**. In addition to written responses to the questions below, feel free to include supporting documents such as press clippings, citations and/or letters of public support to augment the nomination.

Please see attached letters of support.

Submit a separate form for each award nomination or category.

Submit applications and supporting documents electronically by email to:

Fred Harris, CCC Chancellor's Office at fharris@cccco.edu.

Submittal deadline: March 8, 2013

I. Category. Please select the appropriate award category:

- ☐ Excellence in Energy & Sustainability – District Leadership
- ☐ Excellence in Energy & Sustainability – Facilities & Operation
- ☒ Excellence in Energy & Sustainability – Faculty/Student Initiatives
- ☐ Certificate of Achievement – Sustainability Plan

II. Title. Please provide a title for the project/program/initiative you wish to nominate.

West Valley College (WVC) LEED Internship

III. Recipient contact information. Please provide contact information for the individual who will accept the award on behalf of the project/program/initiative.

Name: Anna Harrison, ASID, LEED AP

Title: West Valley College Associate Faculty, Interior Design Department

District/Campus: West Valley-Mission CCD (WVMCCD), West Valley College

E-mail: Anna.Harrison@westvalley.edu

Telephone: 408.315.3270

IV. Summary Description. Please describe the project/program/initiative you wish to nominate. Be sure to include the timeline, the key participants, the plan of action, obstacles that were overcome, and any other relevant background information. ***Describe how the initiative fulfills the criteria for the award or certificate category as described in the Call for Nominations letter.*** Please limit your response to 500 words or less.

The **West Valley College LEED Internship** was created to fulfill the hands on requirement for the WVC Sustainability Certificate Program using our very own campus as a living laboratory. The interns are involved with all aspects of sustainability on campus. Apart from work with the built environment, focus includes sustainable development, social justice and issues pertaining to a holistic approach of environmental stewardship. The result has been a growing group of highly motivated and visible sustainability advocates on campus.

Fall 2011: The WVC LEED Internship pilot program was initiated with five interns working on a feasibility study of LEED EBOM certification of the Fox Technology Center on WVC Campus.

Spring 2012: Following the success of the pilot, the internship expanded to twenty students and launched a Facebook group and blog. Three of the interns from the pilot continued on and became mentors for new interns. Four teams were created, each with an expert champion; Energy Management Master Plan, District Standards, New Construction, and Fox EBOM.

Fall 2012: Three teams merged to create a District Sustainability Team, including a quick response unit that provided research assistance on sustainable products, as well as active student members on the WVC Sustainability Committee. All interns were required to provide content to the social media outlets created by the internship and record everything the internship did with a purpose of creating an archive for other CCC's to reference.

Spring 2013: Currently focus areas include writing the sustainability plan with the Sustainability Committee, implementation of the Creek Restoration project, and long term planning for the future of the internship.

Key participants:

Anna Harrison, Associate Faculty, Interior Design Department; Internship coordinator/co-founder

John Diffenderfer, Principal, AEDIS Architecture; Fox Team Champion, Internship co-founder

Javier Castruita, WVMCCD Facilities Director; Providing Fox EBOM funds, 2011-2012

Gaye Dabalos, WVMCCD Construction Manager; District Construction Champion

Bill Taylor, WVC Facilities Manager, District Facilities Champion

David Esmaili, Director, ATTE; Providing Internship funds, 2011-2013

Melissa Ceresa, Program Specialist, ATTE; USGBC Student Group and Social Media Champion

Maria Vasapollo, FOX Team Manager 2011, 2012, hired by AEDIS, former intern

2012-13 Paid Interns:

Lucile Glessner, Elizabeth Ingram, Carol Langston, Eve Marie Olimpo, Hilda Moattar, Christiane

Holtzman, Karin Detrick, Sharon Tran

Main obstacles overcome:

- Perception that working with interns will slow a project down and cost more money.
- Inherent chaos of launching something that had never been done before.
- Incorporating new interns faced with a steep learning curve.

Interns add energy and bandwidth which push projects forward and save money by leveraging the hours of working staff, doing work that otherwise would not be done. By setting expectations that sustainability is a moving target in an emerging field, interns are encouraged to actively seek out gaps to fill. Much emphasis is placed on accountability, reliability, and setting clear roles and responsibilities. Rigorous structure in the form of regular meetings, agendas, meeting minutes, and time sheets is enforced. The internship is a two semester commitment fostering peer to peer learning, as continuing interns mentor new interns.

V. Impact. Please explain how this project/program/initiative made a difference on your campus in regard to sustainability. If applicable, please report any measureable results to demonstrate success. How would you envision this project/program/initiative being transferred to other colleges? Please limit your response to 300 words or less.

To date the WVC LEED Interns have completed the following:

- Registration and progress on the Fox Building LEED EBOM certification project, including,
 - Created initial score card and wrote individual implementation plans for every achievable credit.
 - Collaborated with staff to craft and promote department adoption of green cleaning and solid waste disposal policy.
 - Researched and supported adoption of new district standard for energy management system, and sub-metering of energy and water, for deployment at Fox, and district-wide.
- Created the USGBC Student Group which held the first ever Green Apple Day of Service on campus in Fall 2012: Conducted two-day survey of students-at-large, and farmer's market attendees, collecting data on attitudes and desires for improved healthy food choices in local area schools.
- Worked with Facilities Department and Program Management to rewrite District's materials and specifications standards to meet LEED and sustainability standards.
- Worked with District facilities and faculty to develop landscape standards and Vasona Creek restoration project.
- Participated in ongoing major modernization planning meetings for Allied Arts and Sciences project (LEED NC).
- Supported Board of Trustees adoption of CCC Sustainability Plan Template for comprehensive District-wide implementation (two Community College campuses), and are now participating on the writing teams creating the plan.
- Over 50% of Interns have taken and passed LEED GA exam.

- One Intern has successfully attained LEED Accredited Professional status.
- Several Interns have successfully moved from School to Work: now employed in design firms specializing in green design and construction.
- Created and maintain outboard information sites via social media:
 - <http://www.facebook.com/#!/groups/WVCLEEDInternship/>
 - <http://leedthewaywvc.wordpress.com/>

The basic structure of the internship is very transferable. The WVC LEED Internship has developed best practices documentation along with extensive archiving that will make this initiative accessible to any community college that wants to start a LEED Internship on their campus.

VI. Funding. Please explain how funding was secured for this project/program/initiative. Were utility or other incentive programs or grants leveraged? If the project/program/initiative was able to be implemented without the need for funding, please explain. Please limit your response to 300 words or less.

The WVC LEED Internship is a very cost effective program as most of the interns work as volunteers. The pilot program was initiated with one faculty coordinator and five volunteer interns working on the Fox EBOM Project. The faculty coordinator cost was incorporated into the contract between AEDIS Architects and the WVCMC District. Following the success of the pilot, AEDIS Architects obtained a contract from the WVCMC District to continue the Fox EBOM effort and this time included the cost of an intern manager and several returning interns were paid stipends to create continuity.

In Spring 2012 the faculty coordinator position was funded for one semester by a grant from the ATTE and thus was able to take on additional projects and interns. It expanded to approximately twenty volunteer interns separated into four working teams.

In Fall 2012 the ATTE elected to fund an additional two semesters (Fall 2012, Spring 2013) of the faculty coordinator position along with two paid internships for one semester (Fall 2012). The Fox EBOM team continued working on their district contract and the other three teams merged to create a District Sustainability Team. The faculty coordinator secured a Perkins grant to fund two paid internships for an additional semester (Spring 2013). The internship is in the process of seeking a grant to provide a minimum of 5 years of funding to achieve the following goals:

- Develop and maintain a qualified pool of interns.
- Continue peer to peer mentoring, paid internship opportunities, and supplemental curriculum overseen by internship coordinator.
- Expand to other bay area community colleges and eventually all CCC's.
- Full integration of interns on EVERY construction and facilities project undertaken at participating CCC's.

VII. Institutionalizing Sustainability. Please explain how this project/program/initiative served to further institutionalize sustainability into District activities. This could include, for example, incorporating sustainability considerations into the administrative decision making process, setting up a fund for sustainability projects, and incorporating sustainability into curriculum. Please limit your response to 300 words or less.

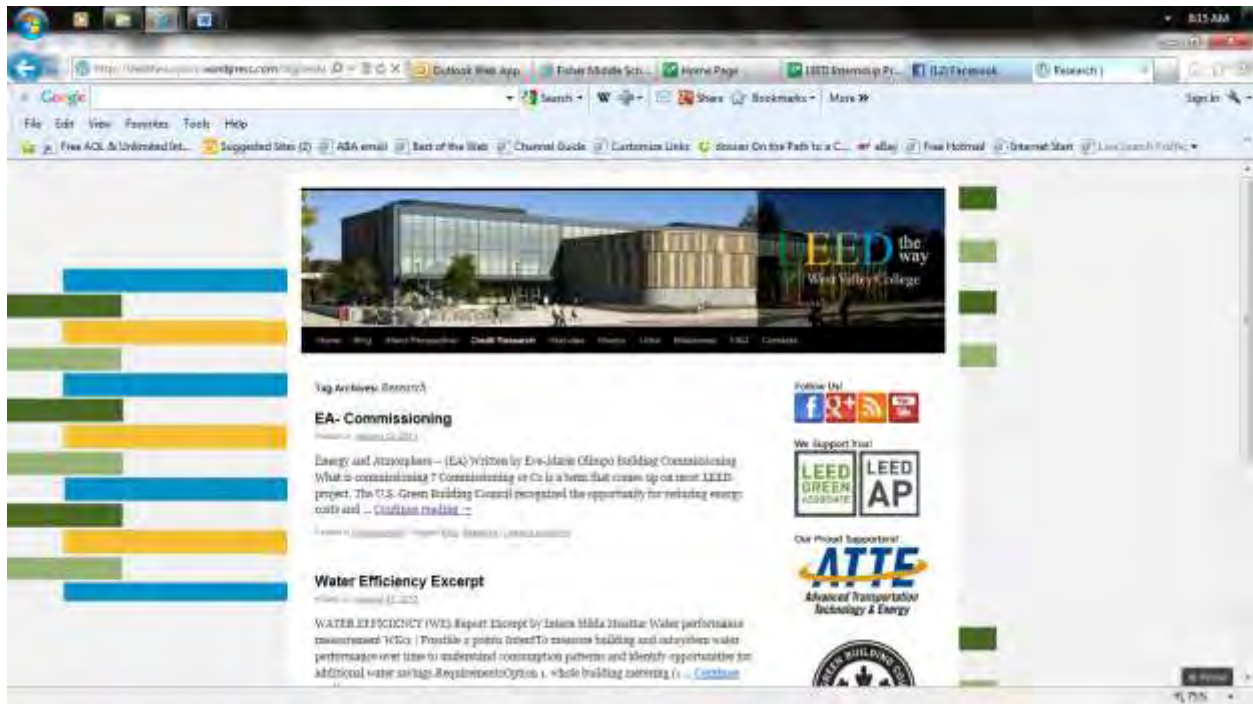
The LEED Internship has furthered the institutional sustainability of the District through the creation of LEED EBOM compliant policies and procedures that have been implemented into campus operations. The WVC LEED Interns that are active on the WVC Sustainability Committee played a key role in writing the resolution that the Board of Trustees adopted, authorizing the use of the CCC Sustainability Plan Template to complete a comprehensive Sustainability Plan. In addition, WVC is an institutional member of the USGBC in the Community Green program. The internship launched the ICC-chartered USGBC Student Group, and is reaching out to students from all educational disciplines creating a diverse membership.

Curriculum is closely tied to the internship. The USGBC has recognized the LEED Internship curriculum as preparation for students seeking to sit for their LEED GA and LEED AP exams. In addition the interns can use their work hours for 3 units of credit towards their certificates in the WVC Interior Design Program. All interns are required to take sustainability classes and LEED GA prep classes. Student learning is achieved through hands-on work experience on campus sustainability projects, as well as through bi-weekly meetings that include peer to peer reporting, coupled with a rich array of prominent guest speakers focusing on sustainability. They also attend field trips to see sustainability in action like fuel cell technology at Nokia, and LEED certified buildings, such as the Lucile Packard Foundation, and the Los Gatos Library.

The internship has influenced and reinforced the issues of sustainability in curriculum across multiple departments. Many faculty (see list below), concerned with sustainability issues have recognized and praised the passion and commitment of the interns as they bring sustainability expertise and issues to the classroom, and are revising their curricula to incorporate sustainability.

Partial List of WVC Faculty Supporting Internship:

Associated Arts and Sciences Division Chair: Diane Hurd
 Interior Design Department Chair: Christopher Wright
 Interior Design Faculty: Ira Friedman, Linda Newton and Cigdem Bulut
 Architecture Department Chair: Soroush Ghahramani
 Landscape Architecture Faculty: Glenn Rock
 Parks Management Department Chair: Chris Cruz
 Biology Department Chair: Michelle Geary
 Fashion Design Department Chair: Sally Aitken



<http://leedthewaywvc.wordpress.com/>



<http://www.facebook.com/pages/West-Valley-College-LEED-Internship/326077784104575#!/groups/WVCLEEDInternship/>



<http://www.westvalley.edu/careers/leed-internship/index.html>



<http://wvm.edu/content.aspx?id=6104>

News

News

West Valley College LEEDs the Way

By Anne Marie Bonneau

The setting of West Valley Community College, built amid old-growth oaks and along a clear running creek, stands out as one of the school's remarkable assets. Faculty, staff and especially students, recognizing this fact, sought to transform the campus itself into a learning opportunity, while setting the bar high for environmental stewardship.

energy and water and manage waste effectively.

The interns have also been promoting adoption of LEED standards under the LEED EBOM (Existing Buildings Operations Maintenance) program. San Jose-based firm AEDIS Architects has been assisting the interns and West Valley College in achieving

the Fox Building as an opportunity to pilot a new approach to connecting it all – the environment, building efficiency, education and green jobs. The building is one of the newest on campus. Although it was not designed to LEED standards – it certainly can be operated as one,” said John Diffenderfer, principal architect at AEDIS.

With certification, the Fox Building will see Green Seal certified cleaning agents, a retro-commissioned HVAC system, and 50%-70% reduction in consumables waste. Performance monitoring will be performed by LEED Interns. Inspired by the Fox Building efforts, the Facilities Department hopes to certify every building on campus, new and old.

The internship program takes advantage of the new initiatives championed by the State Chancellor's office: the CCCC Sustainability Plan Template and the USGBC Community Green program. A December Board of Trustees resolution to pursue a District-wide Sustainability Master Plan, using the Template, is a testament to the impact that this



Launched in early 2012, West Valley's LEED (Leadership in Energy and Environmental Design) Internship Program began as a vision to provide opportunities for students to get practical green design experience and to achieve the goals of the college's newly formed Sustainability Committee. Through the growing program, the students have since been able to assist the administration and staff in their ongoing study, design and implementation of policies and procedures to create healthier buildings, reduce the consumption of resources such as

LEED certification for the school's Fox Technology Center. "We saw



grassroots movement has had on the community. Sustainability has moved to the top of the college's agenda," said Anna Harrison, the associate faculty member who spearheaded the Internship.

Harrison initially recruited a handful of students from her interior design department but the movement now involves students from various disciplines across the college. Campus projects include buildings, but also stewartwork – native planting, storm water management and the restoration of Vasona Creek – therefore they relate to many college departments – biology, landscape architecture, park management, and so on. After less than a year, the impressive payoff has become apparent, Harrison says. "We can go to the state and say, 'Look, we're providing an educational environment that is desperately needed in the state's emerging green economy.'"

"The whole campus is like a laboratory," said Bill Taylor, Facilities Manager. "The buildings and the grounds themselves become part of our curriculum, instead of just boxes where people go and sit and listen to a lecture."

The program gives West Valley another edge: "Because of our

sustainability priorities, we hope to be in a better position to attract high-quality faculty and students. We're staying competitive," said Taylor. "The interns are making sure we're not wasting energy, we're not wasting water, and we're not wasting time. You can do well and do good. And we're doing it in a beautiful way."

Legislative Analyst's Report On Energy Projects

Although Prop. 39 will provide funding for energy efficiency projects, a recent report by the Legislative Analyst indicates that the state has so far spent approximately \$19 billion on various energy projects over the past 10 years.

The LAD recommends that the Legislature enact a framework

for energy efficiency projects, and establish criteria for evaluation.

If the Legislature needs this recommendation, it could be a while before the Proposition 39 funds become available. CCFC will be working with the School Energy Coalition to help formulate any forthcoming legislation.

Proposition 39 Provides Funding For Energy Projects

Approval of Proposition 39 on the November 6, 2012 election ballot requires all multistate corporations to pay California taxes according to sales in this state. Previously, this was one of two options. It is estimated that this will increase state revenue by about \$1 billion. The Proposition specifies that half of this revenue will go to the General Fund and the other half (for 3 years) will go to energy efficiency projects.

The Chancellor's Office has been working with districts to construct an application for these

funds, which amounts to almost \$400 million. It is highly unlikely that the community colleges will all be funded in the first year's allocation, but over the 5 years of availability most colleges should be successful in funding their projects.

SB 39 was introduced by Senator DeLeon and is designed to implement Proposition 39. Specifically, it provides for allocation of funds to K-12 districts through the Office of Public School Construction and the State Allocation Board.

AB 29, introduced by Assembly Member Williams, would allocate

about \$50 million for energy projects at UC, CSU and the Community College.

The Governor's Budget proposes to allocate the entire amount of Prop. 39 funds for K-12 and the Community College.

Obviously, these are all opening gambits, which will be altered during the Legislative process. There is approximately \$500 million at stake for energy projects, so this will not be enacted without a lot of heat and skirmishing among stakeholders and would be stakeholders.

Article in CCFC Courier (top photo: Bill Taylor, Anna Harrison, Lucile Glessner, Brenda Rogers, bottom photo: Anna Harrison and WVC LEED Interns)

Sustainable Features keyed to LEED Categories at the Language Arts and Social Sciences (LA/SS) Building

By

West Valley College LEED INTERNSHIP

Sustainable Features	Description	Location	LEED Category	Additional Information
Chilled Beams	Type of convection HVAC system	7	Indoor Environmental Quality, Thermal Comfort, IEQc7.1	
Controllability of Systems	IEQc6.1 - Lighting Systems IEQc6.2 - Thermal Comfort	3,7	Indoor Environmental Quality, IEQc6.1, IEQc6.2	
Daylighting		4,5,6,7	Indoor Environmental Quality, Daylighting and views IEQc8.1	
Heat Island Effect	Roof and non-roof	1	Sustainable Sites SSc7.1, SSc7.2	50% of the project site's hardscape is either grey portland cement or under shade. Roof is a cool roof.
Low Emitting Materials	1. Adhesives and Sealants 2. Flooring Systems 3. Composite Wood and Agrifiber Products	3,4,5	Indoor Environmental Quality, IEQc4.1, IEQ4.3, IEQ 4.4	
Recycled Content		3	Materials and Resources, Recycled Content, MRc4	
Recycled Redwood		1,4	Materials and Resources, Building Reuse, MRc1.1	Reuse of existing redwood in the building
Stormwater Runoff		3, Exterior main	Water Efficient Landscaping WEc1	List of native plants

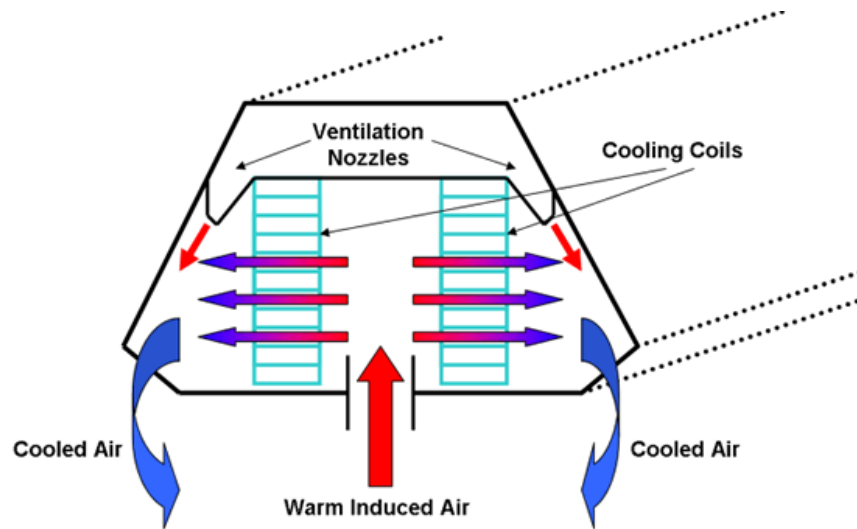
		entrance (1)		
Tubular Skylights		7	Indoor Environmental Quality, Daylight & Views IEQc8.1	

Chilled Beams

A **chilled beam** is a type of [convection HVAC](#) system designed to heat or cool large buildings. Pipes of water pass through a "beam" (a [heat exchanger](#)) either integrated into standard suspended ceiling systems or are suspended a short distance from the room's ceiling. As the beam chills the air around it, the air becomes denser and falls to the floor. It is replaced by warmer air moving up from below, causing a constant flow of convection and cooling the room. There are two types of chilled beams. Some passive types rely solely on convection whilst there is a "Radiant"/convective passive type which cools through a combination of radiant exchange (40%) and convection (60%) which can provide higher [thermal comfort](#) levels, while the active type (also called an "induction diffuser") uses ducts to push ("induce") air toward the unit (increasing its heating and cooling capacity).



Chilled Beam in a classroom in LA/SS building. Photo Credit: Krishnaveni Meka



Source: <http://energydesignresources.com/media/3213/ActiveChilledBeam.gif>

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Controllability of Systems

Controllability of Lighting systems - requires 90% of occupants to have control over the task lighting.

Controllability of Thermal Comfort - requires 50% of occupants to have control over the HVAC systems (such as thermostats, operable diffusers and/or operable windows)

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Daylighting

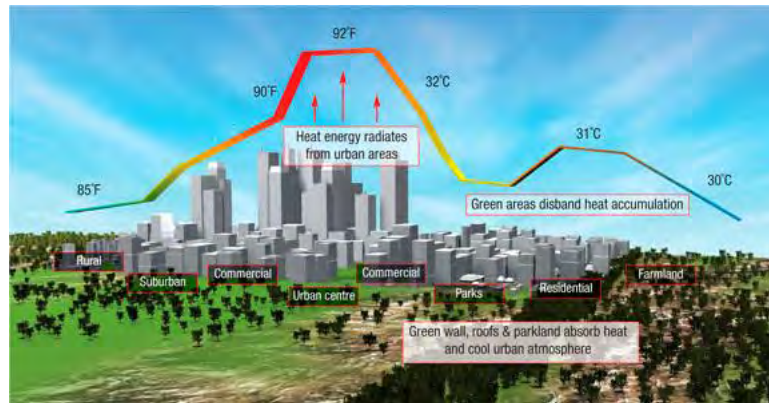
Access to daylight inside a buildings results in a healthier and more comfortable environment for the occupants and also is also linked to greater productivity. Efficient daylighting design results in high-quality light while reducing energy use for lighting and cooling. At least 75 percent of spaces must have daylighting.

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Heat Island Effect

- 50% of all hard scape within the project site scope is either grey Portland cement concrete (no color added) or is shaded.

- The roof of this building is a cool roof.



Definition:

The term "heat island" describes built up areas that are hotter than nearby rural areas. The annual mean air temperature of a city with 1 million people or more can be 1.8–5.4°F (1–3°C) warmer than its surroundings. In the evening, the difference can be as high as 22°F (12°C). Heat islands can affect communities by increasing summertime peak energy demand, air conditioning costs, air pollution and greenhouse gas emissions, heat-related illnesses, mortality, and water quality.

Cool Roof:

A high solar reflectance—or albedo—is the most important characteristic of a cool roof as it helps to reflect sunlight and heat away from a building, reducing roof temperatures. A high thermal emittance also plays a role, particularly in climates that are warm and sunny. Together, these properties help roofs to absorb less heat and stay up to 50–60°F (28–33°C) cooler than conventional materials during peak summer weather.

Cool roofs provide a number of benefits beyond urban heat island mitigation, including:

- Reduced energy use:* A cool roof transfers less heat to the building below, so the building stays cooler and uses less energy for air conditioning.
- Reduced air pollution and greenhouse gas emissions:* By lowering energy use, cool roofs decrease the production of associated air pollution and greenhouse gas emissions.
- Improved human health and comfort:* Cool roofs can reduce air temperatures inside buildings with and without air conditioning, helping to prevent heat-related illnesses and deaths.

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Low Emitting Materials

- Adhesives & Sealants:

Low-emitting adhesives and sealants were used for this project.

- Flooring system:

Installation of low-VOC carpet systems. Carpet and carpet pad were used to meet CRI Green Label Plus certification.

- Composite wood and agrifiber products:

Composite wood and agrifiber products have no added urea-formaldehyde binders

Definition:

The reason for using low-emitting materials is to reduce the quantity of indoor air contaminants that are odorous, potentially irritating, and/or harmful to the comfort and well being of installers and occupants.

Examples of low emitting materials that had been used in the project:

- **Plastic Laminate** that been used in mill work throughout U.O.N
- **Plastic Laminate** that been used in vertical surfaces typical U.O.N
- **Plastic Laminate** that been used in vertical surfaces at SOC desk, kitchenette and conf. room wall.

For more information go to: <http://www.formica.com/>

- **Quartz Surface** that had been used in counter tops.

For more information go to: <http://www.caesarstoneus.com/>

- **Acoustical fabric Wall Panel** that had been used on Lecture Hall Walls

For more information go to: <http://www.carnegiefabrics.com>

- **Linoleum Tackable Wall Panels**

For more information go to: <http://www.forboflooringna.com>

And: <http://www.wolfgordon.com/>

- **Toilet Compartments and Urinal Screens:** Material does not contain urea-formaldehyde resins.

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Recycled Content

Construction materials that had been used in the building have 10% recycled content, for example: aluminum, steel, rebar, drywall, aggregate, concrete (flyash), ceiling tiles, batt insulation, and cement board.

Definition:

Recycled Content: feedstock materials that have been recovered from consumer or industrial waste streams. Recycled content is classified into two types:

1. Consumer waste material generated by households or by commercial, industrial and institutional facilities in their role as end-users of the product, which can no longer be used for its intended purpose.
2. Post-Industrial: material diverted from the waste stream during the manufacturing process. Excluded is re-utilization of materials such as rework, regrind or scrap generated in a process and capable of being reclaimed within the same process that generated it.

Examples of material that have Recycled Content are:

- **Ceramic tiles** that had been used on floors and walls: a major component of floor tile products is a by-product from a manufacturing process that makes products for the roofing industry, which was formerly disposed of as waste.
- For more information go to <http://www.daltile.com/>
- **Quartz Surface** that had been used in counter tops.
- For more information go to: <http://www.caesarstoneus.com/>
- **Ceiling tiles** that made from mineral fiber with at least 24% recycled content.
- For more information go to: <http://www.armstrong.com/>
- **Acoustic ceiling tiles** manufactured from high grade gypsum boards. The gypsum boards are made from following gypsum types:
 - naturally occurring gypsum, found in large quantities in the ground
 - gypsum produced from by-products at local power plants during desulfurisation – a chemical process in which the sulfur dioxide is removed using limestone powder mixed with water to

form the by-product gypsum

- pre-consumer recycled gypsum waste produced through a production processes
- post-consumer recycled gypsum, is plasterboard waste that is received from Gips Recycling, a Danish company gathering and recycling gypsum waste from building sites across Denmark
- For more information go to: <http://knaufdanoline.com/>
- **Resilient Base** that has between 73%-88% Post-consumer Content
- For more information go to: <http://www.burkeflooring.com/>
- **Linoleum** that contain pre-consumer recycled content. Post-consumer content is found in many North American products. This post-consumer recycled content may come from used floors recycled into new VCT or windshield glass used in Azterra, Color Essence and Cortina Grande.
- For more information go to: <http://www.johnsonite.com/>
- **Resilient Tile Flooring** that made from mineral fiber with at least 24% recycled content.
- For more information go to: <http://www.armstrong.com/>
- Carpet tiles that have post-consumer; For more information go to: <http://www.shawcontractgroup.com/>
- **Fabric Wall Covering** that had been used on walls at Administrative Building U.O.N.: this fabric has recycle content.
- For more information go to: <http://www.maharam.com/>
- Toilet Compartments and Urinal Screens: has a min of 10% recycle content
- For more information: <http://www.bobrick.com/>
- CUSTOM BULLETIN BOARD (also see Site Metalwork): Recycled rubber tackboard

For more information go to: <http://www.ghent.com/>



Examples of recycled content materials - desktop finishes, paneling, carpet tiles. Photo Credit: Krishnaveni Meka

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Stormwater Runoff

Stormwater Runoff is captured by bioswales. Bioswale materials include indigeneous stones which are smooth river water stones 4" to 8" diameter, a mineral component consisting of sand or loamy sand, 1/2" to 1" diameter rock, and organic material. After the earth is prepared for the bioswale by performing necessary grading and compaction, a mineral component is placed first and then stones are placed over it per specifications.



Source: http://www.nrcs.usda.gov/Internet/FSE_MEDIA/nrcs142p2_004866.jpg



Bioswale in front of LA/SS building. Photo Credit: Corey Chetcuti, LEED



Bioswale in front of LA/SS building-side view. Photo Credit: Corey Chetcuti

LIST OF NATIVE PLANTS IN THE LANDSCAPE

The native plant list and pictures provided by Corey Chetcuti, LEED Internship



Artemesia californica



Rhamnus californica



Arctostaphylos



Arbutus



Calamagrostis



Juncus patens

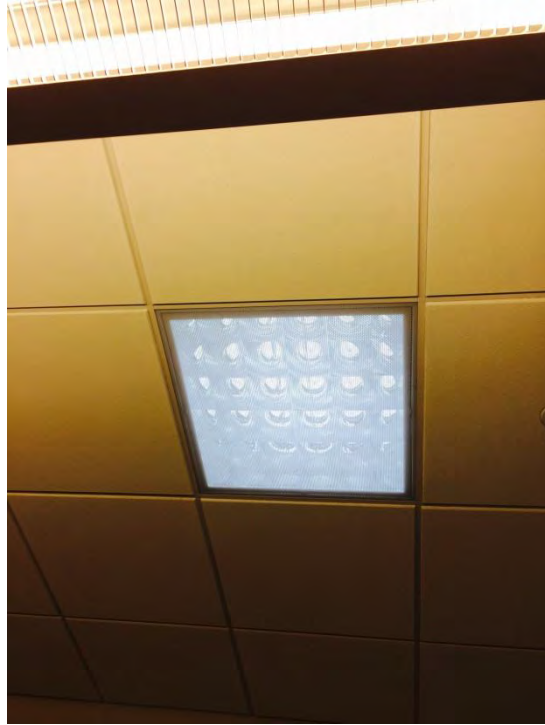


Cercis occidentalis

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Tubular Skylights

Solatube Brighten-up series - 14 and 21 inch transparent UV and impact resistant dome with flashing base supporting dome and top of tube were used in the LASS building. For more information on these type of Solatubes go to <http://www.solatube.com/commercial/brighten-up#roof-mount-options>.



Solatube in one of the classrooms in LA/SS building. Photo Credit: Krishnaveni Meka

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West Valley College

**WVC USGBC STUDENT GROUP
and the
WVC LEED INTERNSHIP
are pleased to announce**

LEED SIGNAGE COMPETITION 2015

DETAILS

Registration Forms and Fees are Due By: Feb 27 ,2015 at 1:00 PM

Submissions Due By: April,17,2015

Results Announcement: May,1,2015

Email: greenstudents@westvalley.edu

LEED Conceptual Signage Competition 2015 is open to all Students of West Valley College with a goal of Creating Award Winning LEED Signage for the LA/SS Building. The Signage should be *Creative, Out of the Box, educational* and should be understood by anyone who can read. Multidisciplinary Team Submissions are encouraged. Each team can have up to 4 persons. Entry Fee is \$10.00 for each team member.

OVERVIEW

The Language Arts and Social Sciences (LA/SS) building at West Valley College is one of the completed renovation projects on campus. With a conscious effort to achieve LEED standards, the college is implementing energy efficient systems and sustainable and reusable material choices. This has resulted in the LA/SS building achieving a LEED Silver Certification. The GOAL of the LEED Signage Competition is to raise awareness about the fabulous sustainable features of the building so that it can be an educational tool for the campus. With all the talented students on campus, the signage competition will result in innovative design ideas that may be selected and implemented at the LA/SS building.

RARE OPPORTUNITY

Media Recognition
Career Advancement
Portfolio Builder
Real world Experience

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West Valley College **LEED** Internship Program



West Valley College

PRIZES! PRIZES!

Cash

Free membership to professional organizations

Internships and More!

GENERAL INSTRUCTIONS

1. Every participant should be a West Valley College Student.
2. Multidisciplinary teams are encouraged.
E.g.: A team of Interior Design Student, IT Student, and Art Major Student
3. Each team may work with a Mentor. Mentor can be a faculty member, WVC LEED intern or an industry professional, who is familiar with LEED.
4. All submittals must be presented in a neat and professional manner in PDF format.
5. All submittals are due by April, 17, 2015. No exceptions.

LEED SIGNAGE AND SELF GUIDED TOUR COMPETITION GUIDELINES

A. Prepare seven signs:

1. Exterior Main Entrance
2. Exterior Administration Entrance
3. Interior Administration Entrance:
 - a) Will include all the information on all the other signs acting as a comprehensive educational sign. It can be a map as a self guided tour.
4. Faculty Office Hallway
5. Faculty Work Room
6. Break Room
7. Class Rooms

B. See the map for the locations of signage

C. See LA/SS Sustainable Features document for description of signage content



West Valley College

JUDGING CATEGORIES

Creativity
Educational Value
Following Guidelines
Presentation Quality
Submittal Completeness

MANDATORY INFORMATION SESSION AND REGISTRATION DEADLINE:

Date: February, 27th, 2015

Time: 1:00 PM

Location: Fox Center Building, Room 101

SECOND INFORMATION SESSION:

Date: To be announced

MAP AND PHOTOS:

EXAMPLE OF INFORMATION WALL/SELF GUIDED TOUR:

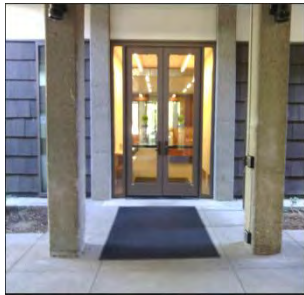


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West Valley College **LEED** Internship Program

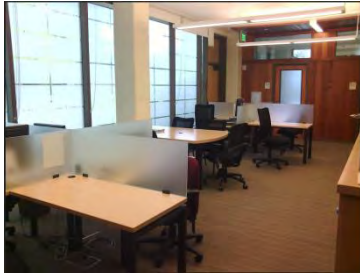
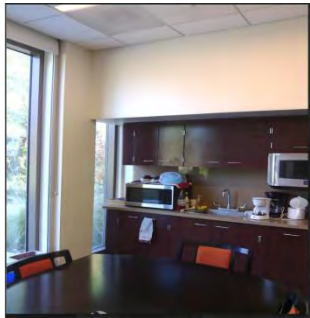


West Valley College

Signage Location	Images
#1. Exterior Main Entrance (Bioswales)	
#1. Exterior Main Entrance	
#2. Exterior Administration Entrance	
#2. Exterior Administration Entrance	



West Valley College

Signage Location	Images
#3. Interior Administration Entrance	 A photograph of the interior administration entrance. On the left wall, there is a large poster titled 'Campus Emergency Guidelines'. Below it, a wooden table holds various brochures and informational materials. The hallway leads into a brightly lit area with more seating and displays.
#4. Faculty Office Hallway	 A photograph of a long, well-lit hallway. The walls are a mix of light-colored panels and wood. On the left, there are several mailboxes. The hallway is carpeted and has a series of doors on the right side, leading to individual offices.
#5. Faculty Work Room	 A photograph of a faculty work room. The room features large windows on the left side, providing natural light. There are several round tables with chairs, and a long wooden table in the foreground. The room is furnished with modern office equipment and has a professional, collaborative atmosphere.
#6. Break Room	 A photograph of a break room. The room has a dark wood cabinet with a microwave and other kitchen appliances. There is a large window on the left side, and a dark wooden table with chairs in the foreground. The room is clean and functional, suitable for a break or meeting.

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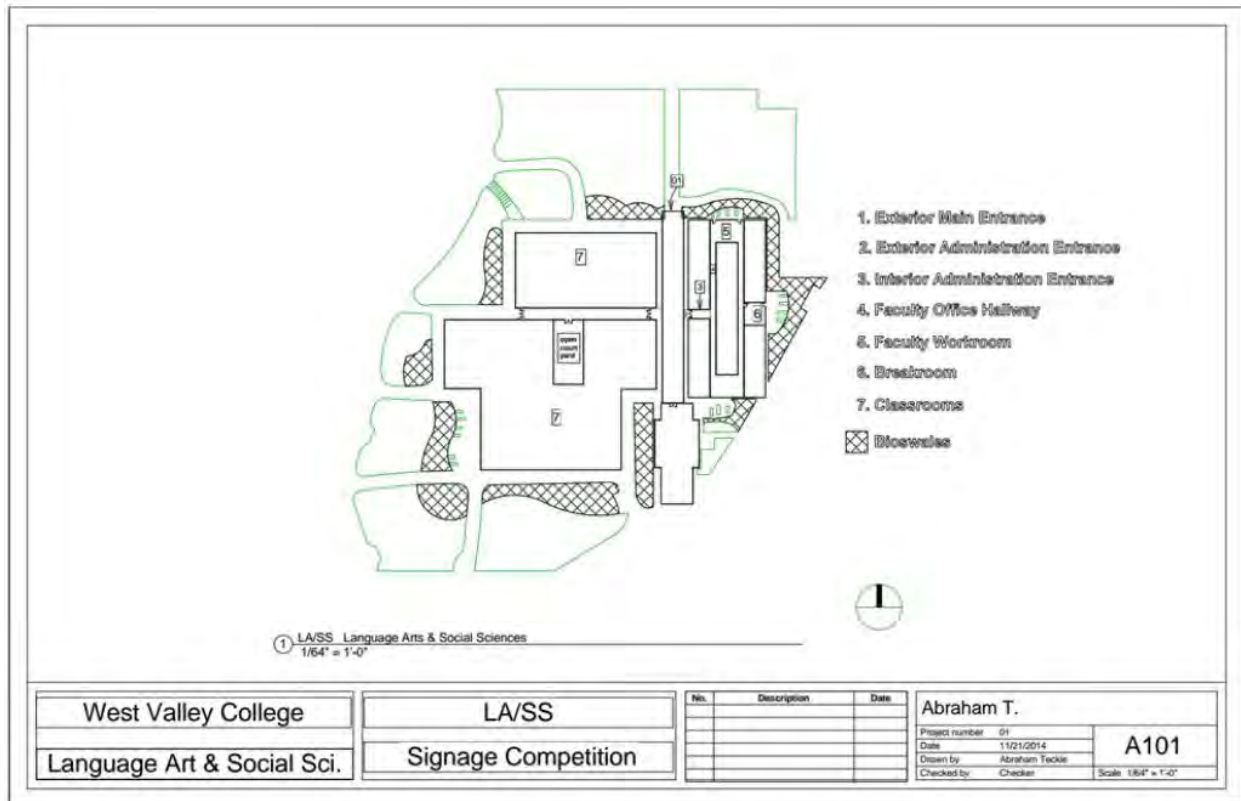
West Valley College **LEED** Internship Program



USGBC
STUDENTS

West Valley College

LA/SS MAP AND SIGNAGE LOCATIONS:





USGBC

STUDENTS

West Valley College

LEED™

SIGNAGE COMPETITION

INFO SESSION

Date : Feb. 27, 2015

Time : 1 - 3 PM (sharp)

Location : West Valley College Campus, Fox Center building, Room 101
Info session followed by walking tour of LA/SS building.



LEED - Silver Certified - West Valley College LA/SS building

<http://westvalley.edu/careers/leed-internship>

West Valley College **LEED** Internship Program



West Valley College

**Individual Registration Form
LEED Signage Competition for Language Arts and Social Sciences
Building**

Instructions:

1. Every participant needs to register as an individual.
2. Team must have a minimum 2 members and a maximum of 4 members, preferably multidisciplinary.
3. Upon your registration, confirmation and further information will be sent to you via email.
4. Submit the registration form at the mandatory information session on February 27, 2015.
5. Registration Fee: \$10.00 per member, payable at the mandatory information session on February 27, 2015.
6. Questions? Email at greenstudents@westvalley.edu

Check all that apply:

- ☐ **Signing up as individual participant**
- ☐ **Already have team members**
- ☐ **Seeking additional team members**

1 2 3 (circle one)

Name of the Team Member (First Name Last Name): _____

Student Id: _____ Phone Number: _____

Email Id: _____

Team Members Identified (in addition to you):

Name 1: _____

Name 2: _____

Name 3: _____

Mandatory Information Session: February 27, 2015

Location: Fox Center Building, Room 101

Time: 1:00 pm

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West Valley College **LEED** Internship Program

<http://westvalley.edu/careers/leed-internship/#>

LEED Internship Program

LA/SS LEED Signage Competition Announcement



Don't miss the Info Session on Friday, February 27, 2015 at 1:00 PM – 3:00 PM in Fox Center 101. Info Session followed by walking tour of LA/SS building.

- [2015 Competition Flyer](#)
- [2015 Competition Details](#)
- [Individual Registration](#)
- [LA/SS Sustainable Features](#)

Internship Mission Statement

The LEED Internship is an innovative initiative demonstrating Excellence in Energy & Sustainability through collaborative decision making involving students, staff and faculty with a purpose of demonstrating measurable results and instituting sustainability education on campus.

About the LEED Internship:

Recent news indicate that professionals with LEED credentials are in great demand. LEED professionals help push building projects achieve greater performance and resource efficiency. LEED certified buildings benefit the triple bottom line of people, planet and profit which are the three pillars of sustainability.

West Valley College campus has been going through renovation and repairs of campus buildings. Buildings are being renovated to be energy efficient and meet LEED requirements. The past successful projects that are LEED certified and/or working towards LEED certification are the Campus Center, The Fox Building, The Language Arts and Social Sciences (LASS) Building, and the Applied Arts and Sciences (AAS) Building.

The WVC Interior Design (ID) program is a career program with a long history and a stellar reputation, preparing students to become professional interior designers. Responding to the sobering fact that the built environment is responsible for generating approximately 60% of the green-house gases which threaten our atmosphere, the ID program is committed to providing students with relevant education focused on sustainable design. The Sustainable Design Certificate program is just one example.

The WVC LEED Internship is a response to the call to create qualified professionals to be leaders in an emerging green economy. Created by passionate faculty, students and staff, the mission of the internship is to provide design students with an invaluable sustainable design hands-on experience, on the WVC campus, the very environment that is so dedicated to their education. Current LEED

interns include students from the Departments of Interior Design, Architecture, and Landscape Architecture. All LEED interns are active members of USGBC West Valley College Student Chapter.

LEED Credentials:

Interns are encouraged to earn the LEED GA credential through the USGBC (via GBCI testing organization). Working on projects in the internship could likely provide the hands-on LEED experience in order to qualify for the LEED AP exam. Several past and current interns have successfully obtained LEED GA credential by working together in study groups.

Previous LEED Internship Projects:

- Fox Building Existing Building (EBOM) credits for LEED certification
- Examining and creating WVC campus (sustainable) landscaping master plan
- Reporting the events of the Sustainability Committee and Facilities Advisory and Safety Council
- Other sustainable events and tours

Current LEED Internship Projects:

- LEED Signage benchmarking
- LA/SS Building LEED Signage Competition
- AAS Building Green Wall Research
- Green Apple Day of Service - empower community with the knowledge about Water Conservation
- Attend and organize sustainable events and tours

Contact Information:

Need more information? Contact Anna Harrison, ASID, LEED AP, Instructor at anna.harrison@westvalley.edu