



**ALLAN
HANCOCK
COLLEGE**

Start here. Go anywhere.

Cooperative Work Experience/Internship Program

Employer Handbook

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Vision Statement

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

Allan Hancock College's Six Factors for Student Success

- Directed:*** Students have a goal and know how to achieve it.
- Focused:*** Students stay on track, keeping their eyes on the prize.
- Nurtured:*** Students feel somebody wants them to succeed and helps them achieve.
- Engaged:*** Students actively participate in class and campus activities.
- Connected:*** Students feel like they are part of the college community.
- Valued:*** Students' skills, talents, abilities and experiences are recognized by others; they have opportunities to contribute on campus and feel their contributions are appreciated.

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Overview - Cooperative Work Experience/Internship

What is Cooperative Work Experience?

Cooperative Work Experience Education is a work-based learning program in which employees or volunteer workers earn college credit for what they learn on the job.

Any employee or volunteer, whether a trainee or long-time, experienced worker, can earn up to 4 units in one semester, and can earn a total of 16 units of degree applicable college units that transfer to 4-year universities.

Units are awarded based on the completion of learning objectives that have specific and measurable outcomes. Learning objectives are created by the college instructor, employee/student, and employer working cooperatively. The learning objectives must be appropriate for the job, meet the needs of the employer, and meet the requirements of a college-level learning experience. Learning objectives can be selected from pre-written learning objective (determined by individual college programs) or unique learning objectives written specifically for the job and the employee.

The typical CWE student is an employee who enrolls in CWE and then meets with the supervisor to enlist the supervisor's involvement and to discuss potential learning objectives. This benefits the student by earning them college credit; it also benefits the employer by having a more capable and versatile employee. There are other benefits, as well...

Value to Students

- An internship provides students an opportunity to make informed decisions about their career.
- Provides opportunity to use the knowledge gained in the classroom and relate it, with hands-on experience, to the real world.
- Produces a specific, measurable evaluation of work related skills and abilities.
- Increases the potential to advance by improving skills.
- Provides opportunities and contacts for permanent employment.
- Students who complete an internship often do significantly better in both salary and opportunities after graduation.
- Will continue to learn or improve employment skills under actual working conditions.
- Students build self-identify and confidence as a worker through individualized attention.
- Equips the student with knowledge and attitudes necessary for successful job performance by learning the different behaviors, roles, skills and expectations of the working world.
- Provides experience that can be included on the resume.

Value to Employers

- An internship allows an employer to assess the intern as a potential employee, without obligation of hiring the intern.
- Provides an avenue for hiring student employees who have a dedicated and proven interest in a particular occupation.
- Experiences lower recruiting and training costs. Nationally, more than 60 percent of Work Experience students go to work permanently for their Work Experience employers after graduation.
- Experiences less employee turnover since adjustments to the job can take place during the CWE activity.
- CWE students are often more motivated, enthusiastic employees because their work is evaluated and translated into college units.
- Assists in the training of potential personnel in occupational and career fields.
- Employers establish a cooperative relationship with the college, providing an opportunity to influence vocational education and address industry training needs.

Value to the College & Community

- CWE helps students become more effective productive workers.
- The economy benefits from an increased number of skilled workers.
- Students tend to remain in the community after graduation, creating a more stable work force.
- Increases student motivation, retention, and future employment potential.
- Provides faculty with current information on employment developments and trends through direct contact with the industry and business community.
- Promotes better school/community relations through a cooperative approach to education.
- Provides the opportunity for faculty to interact with students on a one-on-one basis with greater flexibility than the traditional classroom.

How CWE Works

Students earn college credit by developing and achieving specific, college-level learning objectives related to their jobs. These objectives are developed in cooperation with work site supervisors and with the support of college faculty. The achievement of these objectives is evidence of the student's attainment of new or improved knowledge, skills and abilities.

To establish an objective, a student must answer the following in specific, measureable terms:

- What am I (w/ approval of employer/supervisor) attempting to accomplish?
- How will fulfillment of the objective be measured?
- What specific steps need to be taken to accomplish the objective? (the learning process)
- When will the objective be completed? (All objectives must be completed by or before the end of the semester).

Each student is expected to have three college-level learning objectives. Each 75 hours (paid) or 60 hours (volunteer) per semester qualifies the student for 1 unit. There are typically 3 sections a semester (17, 13 & 8 week terms).

Student Qualifications

There are no prerequisites or requirements for co-enrollment in other courses other than the specific CWE course. Students can be volunteers or paid employees for both non-profit agencies and private employers. Self-employed students can also qualify with appropriate supervision. Students must attend a mandatory CWE Orientation before enrolling.

Employer Qualifications

Students can participate in CWE education with any employer, as long as the following conditions are met:

1. Qualified and adequate supervision must be provided.
2. Employers must be willing to sign a **Jobsite Agreement** (Refer to Appendix A).
3. Employers must be willing to assist students in developing work experience objectives, and must approve the final draft of the objectives.
4. The supervisor must sign the **time sheet** provided by the CWE office (Refer to Appendix C).
5. The supervisor must meet with the CWE Instructor in person at least once at the beginning of the semester and be willing to discuss the student's progress in achieving the approved learning objectives occasionally throughout the semester.
6. The supervisor must complete a mid-term and final evaluation of the student's effort (see appendix).
7. If the student is an unpaid CWE student working for a private employer, the employer must meet pertinent **Fair Labor Standards Act criteria** (Refer to Appendix K).

Types of Work Experience Education

General Work Experience (CWE 302):

This Work Experience course for students who are typically new to the work force and are intended to assist students in acquiring desirable work habits, attitudes and career awareness. This is appropriate for supervised employment extending classroom-based learning to an on-the-job learning environment ***not directly related to student's major.*** Maximum of 3 units per semester.

Occupational Work Experience (CWE 149):

This Work Experience course is appropriate for supervised employment, extending classroom-based learning to an on-the-job learning environment ***relating to the student's career and educational goals.*** To enroll in Occupational Work Experience, students' jobs must be in a specific discipline and the learning objectives must be directly related to that discipline. Maximum of 4 units per semester.

Both CWE 302 and 149 work experiences improve the student's basic work skills and professional competencies by creating career awareness, improving work habits and fostering positive workplace attitudes.

Internships

An internship is a variation of CWE that is college or employer initiated, and has predetermined learning objectives.

College Initiated Internships:

A specific program, typically a vocational certificate program, may offer a CWE course as a "field experience" in order to provide students with the opportunity integrate classroom learning in a real-world work setting. Learning objectives for the course, based on knowledge and skills learned in the classroom as well as the requirements of the employer, are developed by discipline faculty in consultation with employers or an employer-based advisory committee.

Employer Initiated Internships:

A directed program of work-based learning developed by an employer, or industry group, which wishes to be involved in training the workforce, whether for existing positions, future positions, or to generally create a more robust and effective workforce. Learning objectives that either relate to a specific place of employment or, more broadly, to the industry, provide interns with skills and knowledge that are both immediately applicable as well as transferable. Ideally, a "progressive learning plan" is also developed that organizes learning objectives into beginning, intermediate, and advanced objectives. Interns can be a valuable addition to your team, injecting fresh energy and creativity to the workplace. They bring enthusiasm and a "beginners mind" perspective to the job. Mentoring employees/interns often creates opportunities for employers to re-examine policies, procedures and attitudes when instructing or supervising interns.

Some employers have a "paid" intern job classification, in which case interns are employees and have all the rights and responsibilities of an employee. However, many internships are "unpaid". If the employer is a for-profit entity, unpaid interns are not allowed to supplant a paid employee or otherwise occupy an essential position. The internship in this situation must clearly be educational in nature. That's not to say that the education is not productive, but that it must clearly be for the benefit of the intern. Read more information on **unpaid internships** and the **Fair Labor Standards Act** in this handbook.

Refer to Appendix K for the **Fair Labor Standards Act Fact Sheet 71.**

Getting Started

Becoming a Work Experience Site

An employer automatically becomes a Work Experience Site when an employee enrolls in CWE. Of course, the employer must agree to provide the employee/student with the support he/she needs to succeed in the program. Refer to Appendix A for the **Jobsite Agreement Form**.

Many employers first learn about CWE when an employee/student enrolls in CWE. Upon completion of the mandatory orientation and enrollment, students are required to complete a CWE Student Data Form which identifies the employer, jobsite supervisor and associated contact information. Employers must agree to a jobsite visit by the CWE instructor. Students will be required to help facilitate this meeting with their jobsite supervisor and CWE instructor.

Employers who wish to receive CWE student referrals should contact the CWE office at 805-922-6966 ext. 3820. Employers will be asked to complete the **CWE/Internship Position Description form** (refer to Appendix H). A meeting will be scheduled for the purpose of providing a brief orientation to the program, and to determine the type of student(s) who would best meet the needs of the individual organizations. The job will be posted on the Career/Job Placement Center website and appropriate Allan Hancock College departments and faculty will be notified of potential work experience opportunities for their students.

Interested in Developing a CWE-Based Internship Program?

- The CWE program will assist you in creating an Internship Education Program specific to your workplace, helping assure that you are not in violation of labor laws regarding uncompensated employees (the Fair Labor Standards Act).
- A cooperative relationship between the College, the employer and the intern will maximize the educational value of the internship to the intern and the productive value of the intern to the employer.
- Allan Hancock College will market your workplace as an internship site and partner on our website, if commitment extends to at least one semester a year. Refer to Appendix J for **Letter of Agreement**.
- Allan Hancock College will ensure that internship opportunities are marketed to the appropriate faculty and students.
- Allan Hancock College will provide worker's compensation and liability insurance for "Unpaid" interns enrolled in the College's CWE program.

Supervising the CWE Student

Orientation

It is very important that interns be warmly welcomed and introduced throughout your organization, just as you would welcome a new full-time employee. Not only are interns new to your organization, in many cases, they are new to the professional work world.

Many students are unfamiliar with the activities, environment and objectives of your organization. Even though interns may be working part-time to support their education, these experiences don't always expose them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making nature of business. It is the orientation and training of the internship experience that emphasizes these issues and provides information about the organization. The sooner your intern understands your organization and how it operates, the sooner he or she can assume assigned responsibilities and contribute to your organization.

Students who are new to your workplace should receive a work site orientation (all students new to CWE will receive a CWE course orientation provided by the instructor). ***The orientation can serve as one of the required CWE learning objectives.***

You can help in this process by providing the following kinds of information about your site/organization:

- How did the organization start? Why?
- What is unique about your product(s) or service(s)?
- Who benefits from your product(s) or service(s)?
- What are the organization's current objectives?
- How may the intern contribute to those objectives?
- Is there any special, relevant jargon that should be made known?
- What are the specific work standards and procedures?
- When will the supervisor be accessible (days, times, duration) to the intern?
- How should they process requests?
- How do the mail and telephone systems work?
- What are the approved forms for correspondence?
- By what safety regulations must they abide?
- What periodic forms or reports need to be completed?
- Are there security or confidentiality issues of which the intern should be aware?

In an internship, having mutually agreeable goals among the business and student is essential. Students may choose suitable internships on the basis of an organization's pre-established goals. If the company or department does not have pre-established internship goals, the student, the CWE Instructor and organization may work together to articulate clear, measurable goals. Refer to Appendix F for **Learning Objective Examples**.

Refer to Appendix I for a **Sample Orientation Checklist**.

Establishing Objectives

Learning objectives are the focus of the student's learning experience. Learning objectives are goals to be accomplished within the Work Experience Term. Objectives are very specific, measurable, have defined goals and a completion date. ***Three objectives are required of all CWE students.*** Based on the purpose of the objectives, the degree of difficulty, and the student's ambitions, additional objectives may be set.

A large part of the grade depends on the achievement of the objectives. Objectives must be done in cooperation with the work site supervisor, and the support of college faculty. Student input is important and the following are guidelines to help in establishing objectives:

1. Make sure each objective is achievable within the time frame of the Work Experience.
2. Make sure each objective is specific enough to be evaluated.
3. Objectives must involve new learning and/or expanded responsibilities, beyond those experienced in previous employment or Work Experiences.
4. Make sure the objective is designed to meet particular needs.

To establish an objective, a student must answer the following questions in specific, measurable and attainable terms:

- What is the student attempting to accomplish? What does the student wish to learn, or in what way does the student wish to improve? At the end of the semester, this is what the student will have attained. Start with words like "The ability to..." or "The completion of..."
- How will attainment of the objective be measured? What observable evidence will exist indicating that the student has attained the objective? What is the "proof" the student accomplished what she or he set out to do? If the objective is a behavioral one, e.g., "improve customer service skills", then evidence of attainment will be based on supervisor's and co-workers' observations.

- What is the learning process involved in accomplishing the objective? What is the actual "lesson plan" involved in attaining the objective? What will be the student's learning resources – books, videos, etc.? Who will the student observe and who will coach the student? In what ways can the student practice skills in order to develop proficiency?
- When will the objective be completed? All objectives must be completed by or before the end of the term.

Objectives must be new or expanded job skills or knowledge, not routine tasks already mastered by the student. One place to find objectives for current employees is in the most current employee evaluation (areas identified as being in need of improvement). New employee orientations, especially when the student/employee is evaluated on their attainment of new skills or knowledge as a result of the orientation, can also be an acceptable CWE objective. In-service training or career advancement learning modules can also serve as the learning processes used to accomplish the learning objectives.

The learning experience must also be considered "college level". College level courses:

- Place an emphasis on understanding and applying principles which enable students to adapt to new situations.
- Require students to apply critical thinking skills in recognizing concepts, perceiving relationships presenting contrasting viewpoints, and critiquing subject matter.
- Expect students to work independently in completing complex assignments that require planning, organizing and implementation strategies.
- Require students to demonstrate predetermined tasks or disciplines reflecting skills and vocabulary consistent with higher levels of education.

Refer to Appendix E for **Creating Learning Objectives**.

Informal Evaluation and On-going Supervision

Observation and feedback are critical to student success. In many cases, the best way for a student to learn or improve a work-based skill or function is by first observing an experienced worker perform the skill, then by practicing the skill under direct supervision, with immediate feedback, and then by practicing repeatedly, under observation, until deemed ready to perform the skill independently. Even after the student has shown the ability to perform the skill without direct supervision, it is recommended that the student have opportunities to periodically discuss with the supervisor any successes or concerns he or she has in performing the skill or function.

It is recommended that supervisors regularly meet with interns to receive and provide feedback concerning their performance.

During these meetings and informal discussions the students may:

- Report on a project status
- Ask questions
- Learn how their work is contributing to the organization
- Participate in evaluating their strengths
- Discuss areas needing growth and development
- Get insight about what work lies ahead

The intern will seek feedback throughout the duration of the internship. It is up to the employer to provide constructive input and feedback periodically in support of the student learning.

CWE Instructor Required Jobsite Visit

The CWE Instructor with the assistance of the student will schedule a site visit at a time convenient for the supervisor. At this meeting the CWE policies and procedures will be reviewed, the Jobsite Agreement and Objective Worksheet forms will be reviewed and signed.

The CWE instructor is available to meet with the student on an as-needed basis. If there is a change in the work responsibilities of the student and a new set of CWE learning objectives, or a modification of the existing objectives becomes necessary, the student should contact the instructor immediately. If at any point the supervisor feels the student is not performing according to expectations, in addition to the supervisor's intervention with the student, the supervisor should notify the instructor. The instructor will contact the student and help the student address any issues that may interfere with successful completion of the objectives.

Required Mid-Term and Final Evaluation

The supervisor's evaluation of the student is a significant part of the student's grade. At the mid-term and as the CWE/Internship draws to a close, the intern should undergo a more formal evaluation by the supervisor to provide concrete feedback in a manner that benefits the student. Mid-term evaluations provide an opportunity to correct or address issues, or to re-direct the intern into a more beneficial path thereby avoiding a negative outcome. The final evaluation includes your assessment of the student's success in achieving each of the approved objectives. You may evaluate all the objectives at the end of the semester, or you may evaluate the objectives individually as they are completed. Refer to Appendix D for **Employer Evaluation of Student Performance Form**. The mid-term and final evaluations should be completed on the same form. Please feel free to write comments directly on the form or attach a separate sheet if more space is needed for comments.

In Short...

Jobsite Supervisor's Checklist

- | | | |
|---|--|--|
| <ul style="list-style-type: none">✓ Orient New Employee/Student✓ Meet with the CWE Instructor✓ Sign Jobsite Agreement✓ Approve and Sign the Objectives✓ Approve and Sign Time Sheet✓ Provide Supervision and Feedback✓ Complete a mid-term evaluation✓ Complete a final evaluation | <ul style="list-style-type: none">➤ In the first week➤ First/Second Week➤ First/second week➤ First/second week➤ End of the semester➤ As needed➤ Half way through the term➤ By the end of the term | <p>Accomplished
at the
jobsite visit</p> |
|---|--|--|

Appendices

Appendix A

Allan Hancock Community College District Cooperative Work Experience Education PAID/UNPAID INTERNSHIP JOBSITE AGREEMENT

The purpose of this agreement is to identify the standards and conditions under which the College and a company or Agency may enter into an agreement to provide paid or unpaid work-learn experience to cooperatively train a student in a job related to a specific major or course of study. The parties involved will be the company or Agency, called the "Agency," agreeing to provide a training experience to a student; the Cooperative Work Experience Education program of Allan Hancock College, or the "College," and the student.

The Cooperative 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, Allan Hancock 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 a Cooperative Work Experience course at Allan Hancock College.
2. This internship program is open to all without regard to race, religious creed, color, national origin, ancestry, physical disability, mentor 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 purposes 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 the College and the student to provide a training experience to the student's major or program. It is understood that this may be an Unpaid Internship and that the student may not be paid for this work experience, but may continue as a paid employee. It is understood that Allan Hancock College assumes Worker's Compensation responsibility for the 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. Students paid by Employer shall be under the Employer's worker's compensation and/or liability insurance as required by law. The Agency agrees to provide the intern a safe professional working environment free from sexual harassment and unlawful discrimination. 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 may not be paid for this work experience, and under these conditions that Allan Hancock College assumes responsibility for Workers Compensation when the student is not paid and not covered otherwise, and the student will not work as an intern before or after the semester in this program.

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

STUDENT: _____ * This agreement is between AHC College Work Experience Coordinator and Student.
AGENCY: _____ * MAJOR: _____
ADDRESS: _____ * HOURS PER WEEK: _____
CITY/STATE/ZIP: _____ * WORK SCHEDULE: _____
CONTACT PERSON: _____ * UNITS OF CREDIT: _____
PHONE: _____ * SESSION: FALL/ SP/ SMR (CIRCLE ONE)
* Beginning ____ / ____ / ____, Ending ____ / ____ / ____

Appendix B



Student Name: _____

Class (*circle one*): CWE 149 or 302

CWE Instructor: _____

STATEMENT OF SPECIFIC LEARNING OBJECTIVES AND COOPERATIVE WORK EXPERIENCE EDUCATION AGREEMENT

Both the college and State guidelines for Cooperative Work Experience Education require that a student perform a planned program of Work Experience Education which includes new or expanded responsibilities or learning opportunities beyond those experience during previous semesters of employment. The Statement of Specific Learning Objectives are used by the college to determine whether the student is eligible for the Cooperative Work Experience Program and for the college credit which may be granted. It is a method for developing new or expanded skills in the workplace.

A learning objective is a measurable goal. It is also a method for developing new or expanded skills in the workplace. **A minimum of three objectives are required for the program.** The objectives must be **Specific, Measurable, Achievable, Relevant, Timely (S.M.A.R.T.)**, and within the student's range of accomplishment. The objectives must be developed by the student and the immediate supervisor, and reviewed by the instructor at the beginning of each semester.

OBJECTIVES

1. What is the task to be completed? _____

2. How will it be accomplished? _____

1. How will it be evaluated and by whom? _____

4. When does it need to be completed? _____

1. What is the task to be completed? _____

2. How will it be accomplished? _____

2. How will it be evaluated and by whom? _____

4. When does it need to be completed? _____

1. What is the task to be completed? _____

2. How will it be accomplished? _____

3. How will it be evaluated and by whom? _____

4. When does it need to be completed? _____

AGREEMENT

We the undersigned, agree with the validity of the learning objectives listed above. The employer and the college agree to provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the employee/student's work experience. There are three participants in the Cooperative Education Venture. The student agrees to abide by the Cooperative Education Guidelines. The employer will evaluate the employee/student's objectives performance twice during the semester. The employer also agrees not to discriminate on the basis of race, color, national origin, sex, disability or age. The college will award academic credit for work successfully accomplished.

Employment Supervisor's Signature

Date

Student's Signature

Date

CWE Instructor Signature

Date

Appendix C



Student Name: _____
Class: CWE 149 or 302 (please circle)

COOPERATIVE WORK EXPERIENCE TIME **CWE Instructor:** _____ **Paid or Unpaid** (please circle)

Credits in this course will only be granted when the record of total hours worked during the semester is filed with the instructor. Course credit will be earned at the rate of 75 hours paid or 60 hours of volunteer work per unit. A maximum of 3 units may be earned for General Work Experience and 4 units for Occupational Work Experience per semester.

Students, please enter total hours for each day and then each month's total hours. Add up all months for a grand total for the semester or term.

1. Month of _____	1. _____	6. _____	11. _____	16. _____	21. _____	26. _____	31. _____	
	2. _____	7. _____	12. _____	17. _____	22. _____	27. _____		
	3. _____	8. _____	13. _____	18. _____	23. _____	28. _____		
	4. _____	9. _____	14. _____	19. _____	24. _____	29. _____		
	5. _____	10. _____	15. _____	20. _____	25. _____	30. _____		Monthly Total _____
2. Month of _____	1. _____	6. _____	11. _____	16. _____	21. _____	26. _____	31. _____	
	2. _____	7. _____	12. _____	17. _____	22. _____	27. _____		
	3. _____	8. _____	13. _____	18. _____	23. _____	28. _____		
	4. _____	9. _____	14. _____	19. _____	24. _____	29. _____		
	5. _____	10. _____	15. _____	20. _____	25. _____	30. _____		Monthly Total _____
3. Month of _____	1. _____	6. _____	11. _____	16. _____	21. _____	26. _____	31. _____	
	2. _____	7. _____	12. _____	17. _____	22. _____	27. _____		
	3. _____	8. _____	13. _____	18. _____	23. _____	28. _____		
	4. _____	9. _____	14. _____	19. _____	24. _____	29. _____		
	5. _____	10. _____	15. _____	20. _____	25. _____	30. _____		Monthly Total _____
4. Month of _____	1. _____	6. _____	11. _____	16. _____	21. _____	26. _____	31. _____	
	2. _____	7. _____	12. _____	17. _____	22. _____	27. _____		
	3. _____	8. _____	13. _____	18. _____	23. _____	28. _____		
	4. _____	9. _____	14. _____	19. _____	24. _____	29. _____		
	5. _____	10. _____	15. _____	20. _____	25. _____	30. _____		Monthly Total _____
5. Month of _____	1. _____	6. _____	11. _____	16. _____	21. _____	26. _____	31. _____	
	2. _____	7. _____	12. _____	17. _____	22. _____	27. _____		
	3. _____	8. _____	13. _____	18. _____	23. _____	28. _____		
	4. _____	9. _____	14. _____	19. _____	24. _____	29. _____		
	5. _____	10. _____	15. _____	20. _____	25. _____	30. _____		Monthly Total _____

COMMENTS: _____

GRAND TOTAL
SEMESTER/TERM HOURS: _____

AHC does not discriminate on the basis of race, color, national origin, sex, disability or age	Verified by: _____	Employment Supervisor's Signature	Title	Date
		Student's Signature		Date
		CWE Instructor's Signature		Date

Appendix D



Start here. Go anywhere.

Student Name: _____

Class: CWE 149 or 302 (circle one) _____

CWE Instructor: _____

COOPERATIVE WORK EXPERIENCE EDUCATION EMPLOYER EVALUATION OF STUDENT PERFORMANCE

1. Each term that a student is enrolled in Work Experience, it is necessary to identify a minimum of three new learning objectives. They should be specific, measurable, and within his/her ability to accomplish.
2. Once the objectives are formulated, they must be approved by employer, student and faculty work experience instructor at the beginning of the academic year.
3. **Twice** during the academic term, **the employer will rate this progress**. From the employer rating and other required course work, the college will determine the overall credit the student will receive.

Student Objectives		Midterm Grade	Final Grade
1			
2			
3			

Grade Rating Scale:

Grade A – Excellent

Grade B – Above Average

Grade C – Average

Grade D – Below Average

Grade F – Fail

Additional Employer Comments:

Evaluation Made by:

Employment Supervisor's Signature _____ Title _____ Date _____

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Creating Learning Objectives

A *learning objective* is a specific and measurable goal. It is a statement of what will be accomplished within the Work Experience Education course. The learning objectives reflect what new skill and/or work habit a student will learn and/or new information they may gain.

Learning objectives are established by the student and direct work supervisor, and are approved by the Work Experience Education Instructor.

An objective 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.

Measurable: Describe the system put in place to measure or evaluate progress or achievement of the objective. There needs to be an end-product or behavioral change that can be observed and evaluated.

Achievable: Ask the following questions:

- With a reasonable amount of effort and application, can this objective been achieved within the timeframe?
- Has personal or professional limitations and constraints been considered?
- If training is necessary, will it be provided within the timeframe?

Relevant: Can an impact be made on the given situation? Is the objective important to the student's education, to the supervisor and/or employer?

Time-Based: Provide a specific date or timeframe for completion of the objective. The date must be prior to the end of the semester or term.

S.M.A.R.T. Learning Objectives Format

S.M.A.R.T. Learning Objectives have six elements:

1. Start with an action word. (Refer to appendix G for **Action Word List**.)
2. State what student wants to learn, change or improve with a rate, number, frequency or percentage.
3. State how the objective will be learned, changed or improved and what resources will be needed. Refer to appendix G for **Learning Process Word List**.
4. State how the results will be evaluated or measured. Refer to appendix G for **Measurement/Evaluation Word list**.
5. State when the objective will be completed.

A NEW LEARNING EXPERIENCE: Objectives *cannot* be a repetition of some task or skill that the student has already mastered. For example, "enter all new customer data in a customer data base" is not an acceptable objective if the student already knows how to do this. However, if the student has never done this, it could represent a new learning experience for the student and would be an acceptable objective. Students cannot repeat objectives from prior CWE courses *unless* the objective is revised or expanded.

COLLEGE-LEVEL: The objective should be challenging, just as you would expect in a college course. "College-level" learning means:

- **Taking ideas or concepts the student has learned in the classroom** and asking them to apply them to the work place. This may mean taking principles of good customer service, for example, and applying them at work by changing specific behaviors towards customers.
- **Examining the work a student is doing by asking them to think critically** about how to accomplish a certain tasks, how they might do it differently, and whether they completed the tasks with the desired outcomes.
- **Students working independently in completing complex assignments** that require planning, organizing and implementing new tasks, skills or behaviors.
- **Demonstrating skills the student has learned in the classroom** like creating a spreadsheet or leading a group counseling sessions, and doing it in a professional manner with appropriate conduct and vocabulary.

Appendix F

Examples of Effective S.M.A.R.T. Learning Objectives

Objective: Create 3 reading lesson plans for third grade students by researching and reviewing available materials and potential methods.

Evaluation Method: Supervisor will review all lesson plans and observe me teach one lesson.

Completion Date: May 26, 20XX

Objective: Develop a safety checklist by investigating all accident reports and gathering data.

Evaluation Method: Submit list to supervisor for approval

Completion Date: November 15, 20XX

Objective: Produce a calendar of office events by learning in-house word processing software through tutorial manual.

Evaluation Method: Office manager will review and evaluate produced calendar.

Completion Date: May 26, 20XX

Objective: Learn about ordering and billing process by completing 3 orders from estimate to invoicing.

Evaluation Method: Supervisor will evaluate for accuracy.

Completion Date: October 15, 20XX

Objective: Research information and develop one individual financial plan for a new college graduate.

Evaluation Method: Supervisor will review and critique financial plan

Completion Date: December 4, 20XX

Objective: Improve the training program in order to more effectively provide information and knowledge to new electricians.

Evaluation Method: Electricians will be tested for knowledge through the use of job training worksheets to competency level.

Completion Date: December 17, 20XX

Objective: Reduce errors on completed work orders and timesheets by 100% by checking and editing work prior to submitting forms.

Evaluation Method: Lower percentage errors on forms and review by supervisor.

Completion Date: October 30, 20XX

Objective: 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.

Evaluation Method: Improved stock management

Completion Date: By the end of the semester

Objective: Familiarize myself with product library by spending 1 hour per day filing, pricing, and organizing samples and selecting products.

Evaluation Method: Supervisor will evaluate organizational skills and product selection

Completion Date: By the end of the semester

Appendix G

ACTION WORD LIST

Activate	Create	Instruct	Remove
Adjust	Decrease	Insert	Repair
Aid	Define	Introduce	Replace
Analyze	Deliver	Investigate	Report
Apply	Demonstrate	Learn	Reproduce
Arrange	Describe	Lengthen	Research
Articulate	Design	Limit	Restructure
Assemble	Detect	List	Review
Assist	Develop	Locate	Revise
Build	Direct	Maintain	Rewrite
Calculate	Display	Match	Select
Categorize	Devise	Modify	Separate
Change	Edit	Monitor	Set up
Check	Establish	Motivate	Simplify
Collect	Estimate	Obtain	Summarize
Combine	Evaluate	Perform	Supervise
Communicate	Expand	Permit	Train
Compare	Explain	Place	Translate
Compile	Gain	Plan	Transfer
Complete	Identify	Process	Update
Compose	Illustrate	Produce	Verbalize
Compute	Implement	Provide	Verify
Conduct	Improve	Prepare	Write
Construct	Increase	Rearrange	
Contrast	Indicate	Record	
Convert	Inspect	Recruit	
Coordinate	Institute	Reduce	

MEASUREMENT OF ATTAINMENT WORDS

Accuracy	Cross-checking	Inventory checks	Reductions
Client/customer feedback	Drills	Invoices	Review
Company evaluations	Meeting standards	Observation	Sale receipts
Comparisons	Improved performance	Participants' review	Surveying
Co-worker feedback	Increased accuracy	Program review	Testing verification
Control process	Increased efficiency	Progress report	
Critique	Increased safety	Quizzing	

WORDS DESCRIBING A LEARNING PROCESS

Adapting classroom knowledge	Investigating	Seeking Information
Analyzing	Observing	Seeking input
Applying new/current skills	One-to-group sessions	Studying
Asking	One-to-One session	Surveying
Assisting	On-the job training	Using a journal or report
Attending meeting/workshops	Operating	Training
Consulting	Organizing information	Trial and error
Customer response	Participation planning	Updating
Demonstration	Practicing	Visitations
Experiencing	Reading	Using necessary materials
Following policies & procedures	Receiving	Working with co-workers
Gathering information	Recording	Increased communication
Researching	Increased product knowledge	Reviewing
Interpreting	Obtaining feedback	

Appendix H



Allan Hancock College Cooperative Work Experience/Internship Position Description

Please return this to: Emily Smith, Cooperative Work Experience/Internship Coordinator
esmith@hancockcollege.edu
For additional information: 805-922-6966 Ext. 3820

COMPANY INFORMATION (Please complete all items):

Organization/Business Name: _____

Contact Person/Internship Supervisor: _____ Title: _____

Street
Address: _____

City, State, Zip: _____

Phone: _____ Fax: _____

Web Address: _____ Email: _____

INTERNSHIP INFORMATION:

Internship Position Title: _____

Position Description (what tasks will an intern perform)?

Application Procedures:

Application Deadline (if applicable): _____ Hours per Week: _____

Number of Weeks: _____ How many positions do you have available? _____

Indicate the semesters this position is available: Fall Spring Summer

Academic Preparation or Experience, if required:

What is the rate of pay or stipend?

Sample Orientation Checklist

Experience shows that employers who take adequate time at the beginning of the internship to orient the student to their organization derive productivity and effectiveness more quickly than those who do not. To help your student intern adapt to their new position, take time to provide an orientation.

Intern _____ Date _____

Supervisor _____

Welcome and Introduction

Explain the Mission of the Organization

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

Explain the Organizational Structure

- Who reports to whom?
- Who, specifically, is the intern's supervisor?
- What is the intern's department responsible for?
- Who makes the final decisions and how are they made?
- Which personnel can answer different kinds of questions?

Outline Organizational Rules, Policies, and Expectations

- Is there special industry jargon?
- What are the specific work standards and procedures?
- What access to the supervisor/mentor will the intern have?
- How should the intern process requests?
- Explain office procedures, telephone system, handling mail, answering telephones.
- What are the approved forms of correspondence?
- What are specific safety regulations?
- Explain the procedure for reporting the progress of the project.
- What periodic forms or reports need to be completed?
- Are there security or confidentiality issues the intern should be aware of?
- Review dress code, maintaining their work space and any other pertinent information they need to know about the company.
- Provide an introduction to all of the employees that the intern will be working with and explain their duties.

Define the Intern's Responsibilities

- Review with the intern their job/project assignment(s).
- Show the intern where all the tools they will need for the job/project is located and explain their usage, if the intern is not familiar with them.
- Provide the intern with any training that may be required to do their job/project.
- What resources are available to the intern?
- What tasks can be completed without supervisory approval?
- Discuss how the intern should interact with clients and vendors.

Sample Orientation Checklist

Supervising the Intern

- Make sure the supervisor/mentor is available for questions. Periodically check on the intern to see if they have any questions or concerns.
- Offer feedback, keep the doors of communication open.
- Listen to the intern, ask if they have questions that have not been previously answered.

In general, supervisors should

- Clearly define expected outcomes and timelines upon origination of the internship.
- Provide frequent, honest feedback to the intern, as this is a learning experience, as well as a job.
- Present opportunities for students to develop skills necessary for success in your industry, providing any initial instruction or information as required for skill development.
- Communicate regularly with Allan Hancock College Internship Specialist.



Appendix J
Letter of Agreement (Partner Recognition)
Page 1 of 3



COOPERATIVE WORK EXPERIENCE EDUCATION

LETTER OF AGREEMENT

Between

ALLAN HANCOCK COMMUNITY COLLEGE

and

AFFILIATING AGENCIES:

Allan Hancock College (hereinafter called "College") and

_____ (hereinafter called "Employer").

AFFILIATING AGREEMENT:

This is a mutual agreement between the College and the Employer. The mutual agreement is that the Employer will accept College students for supervised Cooperative Work Experience Education (CWE) at least one term per academic year.

THE EMPLOYER AGREES TO:

1. Accept qualified students without regard to ethnic group identification, creed or religion, sex, national origin, physical or mental disabilities, marital status or age.
2. As required by law, comply with all appropriate federal and state employment regulations. If the student is a minor, comply with all laws or rules applicable to minor in employment relationships.
3. Provide orientation and training regarding Employer's work performance expectations.
4. Provide direction to students in establishing specific, measurable and attainable work-based learning objectives.
5. Inform student of the probability of working sufficient hours for the number of CWE units attempted (1 unit= 75 hours paid, 60 hours volunteer/unpaid) during the current semester of enrollment.
6. Provide a safe and supportive atmosphere to enable students to apply academic learning to the work environment.
7. Provide adequate facilities, equipment and materials at the work-site to achieve on-the-job learning objectives.
8. Provide adequate supervision, which includes, but is not limited to, approving learning objectives, signing monthly time sheets and complete mid and end-of-term evaluations on student progress.
9. Notify the Cooperative Work Experience Director, or assigned faculty, immediately should problems arise.

Appendix J
Letter of Agreement (Partner Recognition)
Page 2 of 3

THE COLLEGE AGREES TO:

1. Ensure that programs and services are available to all persons without regard to ethnic group identification, creed or religion, sex, national origin, physical or mental disabilities, marital status, or age.
2. Orient students to the Cooperative Work Experience Program.
3. Provide guidance to students in establishing specific, measurable and attainable work-based learning objectives.
4. Acknowledge the Employer's right to hire employees or accept volunteers based on the Employer's hiring criteria and availability of open positions.
5. Provide a Cooperative Work Experience coordinator/liaison, who will make at least one site visit to the work site.
6. Meet with work-site supervisor for the purpose of evaluating the student's success in achieving work-based learning objectives.
7. Meet with students on an as-needed basis to ensure they understand the requirements for succeeding in Cooperative Work Experience Education.
8. Provide Worker's Compensation and Liability insurance for unpaid/volunteer student interns.
9. Provide consultation to the Employer.

REQUEST FOR WITHDRAWAL:

The College may drop from the course any student whose progress does not justify his/her continuance with Cooperative Work Experience Education. The Employer, in consultation with the College, has the right to terminate the CWE work-site supervisor/student relationship if a student is not participating satisfactorily in the program.

DISCONTINUANCE OF THE AGREEMENT:

If either party to this Agreement wishes to withdraw from the Agreement, it is understood that at least two months' notice shall be given by either party. Students assigned to this Employer and who are otherwise meeting the Employer's expectations for continued employment shall be given an opportunity to complete the semester as a CWE student with this Employer.

Appendix J
Letter of Agreement (Partner Recognition)
Page 3 of 3

EMPLOYER

Business Name: _____

Address: _____

Phone Number: _____

Employer's Agent: _____ **Date:** _____

Signature: _____

Title: _____

COLLEGE

Emily Smith, Director of Cooperative Work Experience Education Program

Signature: _____ **Date:** _____

Dean of Academic Affairs

Signature: _____ **Date:** _____

**U.S. Department of Labor
Wage and Hour Division**



(April 2010)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

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

Background

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

The Test For Unpaid Interns

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

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

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

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

Appendix K

Page 2 of 2

Similar To An Education Environment And The Primary Beneficiary Of The Activity

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

Displacement And Supervision Issues

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

Job Entitlement

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

Where to Obtain Additional Information

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

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

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