



Work Experience Education (WEE)

2024-2025

Employer Handbook

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454

Mission Statement

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Vision Statement

Allan Hancock College makes the following commitments to our students, our community and each other:

- We will change the odds for students by continuing to provide quality instruction while improving time to completion.
- We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices.
- We will work to address student financial challenges, including food and housing insecurities.
- We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility.
- We will provide an educational culture that values, nurtures, connects, and engages students.
- We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community.
- We will partner with the community to offer relevant and timely programs and services.
- We will ensure a positive community presence by responding to community needs, including outreach to nontraditional students.
- We will strive to ensure fiscal integrity and responsible management of resources.

EMPLOYER AND ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT NONDISCRIMINATION DISCLOSURE STATEMENTS:

The Allan Hancock Joint Community College District ("District") is committed to equal opportunity in employment and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its employment opportunities, services, classes, and programs without regard to national origin, religion, age, sex or gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or military and veteran status of any person, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Allan Hancock College will provide, upon request, alternate translation of its general information documents in large print, Braille, E-text, etc., through our Learning Assistance Program. Please call (805) 922-6966 ext. 3274.

The district's Equal Employment Opportunity (EEO) Policy includes complaint procedures for students who experience discrimination on the basis of race, color, religion, gender, marital status, national origin, ethnic identification, age, disability, pregnancy or status as a Vietnam-era veteran. In addition, the district's Sexual Harassment Policy forbids intimidation or harassment of a sexual nature and provides a complaint procedure for students who experience sexual harassment. A person who feels they have been or are being subjected to discriminatory treatment, including sexual harassment, or who has learned of such unlawful discrimination in their official capacity, should immediately notify the Office of the Vice President, Student Services.

VP of Student Services
Allan Hancock College
800 South College Drive,
Santa Maria, CA 93454
(805) 922-6966 ext. 3650

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OVERVIEW

What is Work Experience Education (WEE)?

Work Experience Education (WEE) at Allan Hancock College offers students the opportunity to explore career paths and earn college credit for skills learned on the job. The purpose of WEE is to help students transition from school to work by providing hands-on learning experiences where they can put classroom instruction to the test. Any employee or volunteer, whether a trainee or long-time, experienced worker, can earn up to 4 units of WEE credits in one semester, and can earn a total of 16 units of degree applicable college units.

Units are awarded based on the fulfillment of required work hours, and the completion of learning objectives that have specific and measurable outcomes. The typical WEE student is an employee who enrolls in the WEE course and then meets with the supervisor to enlist the supervisor's involvement and to discuss potential learning objectives. Learning objectives are achieved 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 objectives (determined by individual college programs) or unique learning objectives written specifically for the job and the employee.

Types of Work Experience Education (WEE)

General Work Experience Education — WEE 302

This Work Experience course is 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 work experience placements that are **not directly related to the student's major**.

Occupational Work Experience Education — WEE 149

This Work Experience course is appropriate for work experience placements that are **directly related to the student's major** and career goals. To enroll in WEE 149, students' jobs must be in a specific discipline and the learning objectives must be directly related to that discipline.

UNITS

Work Experience Education units are based on the number of hours worked during the semester/term.
One unit is earned for every 54 hours of work (paid or unpaid).

Paid/Unpaid Work Experience Units

<i>Hours Worked</i>	<i>Units</i>
54 - 107	1
108 - 161	2
162 - 215	3
216+	4

*Students should carefully evaluate their working conditions/hours worked to determine how many units of WEE are possible to obtain prior to registration.

Students enrolled in WEE 149 may earn up to eight (8) units each term, but are capped at a maximum total of 16 units combined. Students enrolled in WEE 302 may earn up to six (6) units each term, up to a maximum total of 16 units. Students may combine 149 and 302 units, earning a maximum of 16 WEE units total.

WHAT ARE THE BENEFITS OF WORK EXPERIENCE EDUCATION?

Benefits to the student:

- Provides the opportunity to use the knowledge gained in the classroom and relate it, with hands-on experience, to the real world.
- Increases the potential to advance by improving skills.
- Presents the opportunity to explore a field or business before a career decision is set in concrete.
- Enables the student to make sound educational and career decisions through related assignments.
- Provides opportunities and contacts for permanent employment.
- Develops self-confidence and good work habits.
- Produces a specific, measurable evaluation of work related skills and abilities.
- 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.

Benefits to the employer:

- Assists in the training of potential personnel in occupational and career fields.
- Improves the employer's recruitment, selection, and retention of employees.
- Establishes an ongoing relationship with the College that provides a channel for exchanging information regarding current employment needs and industry information.
- Provides an avenue for hiring student employees who have a dedicated and proven interest in a particular occupation.
- Enhances employee motivation and can reduce hiring and training costs.

Benefits to the college and community:

- Increases student motivation, retention, and future employment potential.
- Helps meet the training needs of the community.
- 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.
- Ensures continuity in the way non-clinical employment experience is offered, carried out, monitored, and documented.
- Contributes to the mutual benefit of the community and the college.

QUALIFICATIONS

Student Qualifications

There are no pre-requisite or co-requisite courses for WEE. A students can participate in WEE if they are a volunteer, intern, or paid employee for an organization (non-profit agency, government entity, or private employer). Students must attend a mandatory WEE Orientation before enrolling.

Employer Qualifications

Students can participate in WEE 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 **Job Site Agreement** form (see Appendix A).
3. Employers must be willing to assist students in developing work experience objectives, and must approve the final draft of the objectives on the **Learning Objectives Worksheet** (see Appendix B).
4. The supervisor must sign the **Timesheet** provided by the WEE office (see Appendix C).
5. The supervisor must meet with the WEE Instructor in person at least once at the beginning of the semester/term, 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 using the **Employer Evaluation of Student Performance** form (see Appendix D).
7. If the student is an unpaid WEE student working for a private employer, the employer must meet pertinent **Fair Labor Standards Act criteria** (see Appendix K).

RESPONSIBILITIES

Student Responsibilities

- Complete the enrollment forms and procedures (outlined in the *Enrollment Requirements* section).
- Complete and turn in initial WEE forms to instructor, including the **Learning Objectives Worksheet** and **Job Site Agreement** form.
- Schedule the site visit with the employer/job site supervisor and WEE instructor at the beginning of the term.
- Work the appropriate number of hours per unit enrolled, and record hours on the provided **Timesheet**.
- Complete and turn in written assignments to WEE Instructor, including evaluation forms and the student report, prior to the end of the term.
- *Contact the work experience instructor once the required number of hours has been completed to schedule a final wrap-up meeting. Students should NOT wait until the end of the semester to contact their instructor.*

WEE Instructor Responsibilities

- Monitor the student's Work Experience.
- Meet with each student at least twice during the term.
- Review and approve the student's learning objectives.
- Contact the site supervisor for each student at least twice during the term; **make at least one site visit.**
- Approve the site facilities, equipment, and materials necessary to achieve the on-the-job learning objectives.
- Collect and grade all student assignments and forms, including the student report.
- Assign the final grade for the WEE student. After final grades are assigned, return all WEE forms to WEE Specialist for record-keeping.

Employer Responsibilities

- Understand and work toward the educational objectives of the Work Experience as detailed on the Objectives Agreement & Student Evaluation.
- Provide input in developing and approving the student's learning objectives.
- Evaluate the student's achievement of the identified objectives.
- Certify the student's monthly time sheets.
- Provide continuous work assignments for students during the Work Experience period.
- Provide adequate supervision of the student's work while ensuring the student receives the maximum educational benefit. This includes assisting the student in achieving their learning objectives and teaching certain skills that can be more effectively learned on the job.
- **Meet in person, at least once, with the student's Work Experience Instructor at the job site.**
- Comply with all appropriate Federal and State employment regulations, including Workers Compensation coverage. Allan Hancock College will insure students who do not receive compensation.
- Please call the WEE Specialist if you have any questions: (805) 922-6966 ext. 3421

INTERNSHIPS

An internship is a Work Experience placement (often *unpaid*) that is college-initiated or employer-initiated, and has predetermined learning objectives.

College Initiated Internships

A specific program, typically a vocational certificate program, may offer a WEE course as “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, whom 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 (see Appendix K).

GETTING STARTED

Becoming a Work Experience Site

An employer automatically becomes a Work Experience Site when an employee enrolls in WEE. Of course, the employer must agree to provide the employee/student with the support they need to succeed in the program. See Appendix A for the **Job Site Agreement Form**.

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

Employers who wish to receive WEE student referrals should contact the WEE office at 805-922-6966 ext. 3421. Employers will be asked to complete the **WEE/Internship Position Description form** (see 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 Center’s JobSpeaker job search platform, and appropriate Allan Hancock College departments and faculty will be notified of potential work experience opportunities for their students.

Interested in Developing a WEE-based Internship Program?

- The WEE 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. See Appendix J for the **Letter of Agreement** form.
- 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 WEE program.

SUPERVISING THE WEE 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 WEE will receive a WEE course orientation provided by the WEE Specialist).

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?

See Appendix I for a **Sample Orientation Checklist**.

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 predetermined goals. If the company or department does not have predetermined internship goals, the student, the WEE Instructor and organization may work together to articulate clear, measurable goals. Refer to Appendix F for **Learning Objective Examples**.

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 WEE 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 they 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 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 WEE 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.

See 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 they have in performing the skill or function. It is recommended that supervisors regularly meet with student employees 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 student employee 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.

WEE INSTRUCTOR REQUIRED JOBSITE VISIT

The WEE student will schedule a site visit with the WEE Instructor and supervisor, at a time convenient for the supervisor. At this meeting, the WEE policies and procedures will be reviewed, and the **Job Site Agreement** and **Learning Objective Worksheet** forms will be reviewed and signed.

The WEE 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 WEE 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 WEE/Internship draws to a close, the student 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 student 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. See Appendix D for the **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

- | | | |
|------------------------------------|-------------------------------|-------------------------------------|
| ➤ Orient new employee/student | ➤ First week of semester/term | |
| ➤ Meet with the WEE instructor | ➤ First/second week | } Accomplished at the jobsite visit |
| ➤ Sign Job Site Agreement | ➤ First/second week | |
| ➤ Approve and sign the Objectives | ➤ First/second week | |
| ➤ Approve and sign Timesheet | ➤ End of the semester | |
| ➤ Provide supervision and feedback | ➤ As needed | |
| ➤ Complete a mid-term evaluation | ➤ Half way through the term | } Documented on the same form |
| ➤ Complete a final evaluation | ➤ By the end of the term | |

Appendices

APPENDIX A



ALLAN HANCOCK COLLEGE
WORK EXPERIENCE EDUCATION
PAID/UNPAID JOB SITE 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 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 Work Experience Education 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.
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 Education 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.

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.

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.

INSTRUCTOR SIGNATURE: _____ DATE: _____

STUDENT: _____
AGENCY: _____
ADDRESS: _____
CITY/STATE/ZIP: _____
CONTACT PERSON: _____
PHONE: _____
* This agreement is between AHC Work Experience Specialist and Student.
* MAJOR: _____
* HOURS PER WEEK: _____
* WORK SCHEDULE: _____
* WEE UNITS: _____
* SESSION: FALL / SPRING / SUMMER (CIRCLE ONE)
* Beginning ___ / ___ / ___, Ending ___ / ___ / ___
*
*

APPENDIX B



Student Name: _____

Class (*circle one*): WEE 149 or WEE 302 or Other: _____

Instructor: _____

STATEMENT OF SPECIFIC LEARNING OBJECTIVES AND WORK EXPERIENCE EDUCATION AGREEMENT

Both the college and State guidelines for Work Experience Education require that a student perform a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experiences during previous semesters of employment. The Statement of Specific Learning Objectives is used by the college to determine whether the student is eligible for the Work Experience Education 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. **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 the semester.

OBJECTIVES

1 { 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? _____

2 { 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? _____

3 { 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 Work Experience Education venture. The student agrees to abide by the Work Experience 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

Instructor's Signature

Date

APPENDIX C



Student Name: _____

Class (circle one): WEE 149 or WEE 302 or Other: _____

Instructor: _____

WORK EXPERIENCE EDUCATION TIMESHEET

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 54 paid or unpaid hours of 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: _____

Verified by: _____

Employment Supervisor's Signature	Title	Date
_____	_____	_____
Student's Signature		Date
_____		_____
Instructor's Signature		Date
_____		_____

APPENDIX D



Student Name: _____

Class (circle one): WEE 149 or WEE 302 or Other: _____

Instructor: _____

**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. These objectives should be specific, measurable, achievable, relevant, and timely.
2. Once the objectives are formulated, they must be approved by the employer, student and faculty work experience instructor at the beginning of the academic term.
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
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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 ◇ Timely

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 be 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?

Timely: 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. (See 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. (See Appendix G for **Learning Process Word List**.)
4. State how the results will be evaluated or measured. (See Appendix G for **Measurement of Attainment Words**.)
5. State when the objective will be completed.

APPENDIX E

Page 2 of 2

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 WEE 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



Work Experience Education (WEE)/Internship Position Description

Please return this to: Maria Ramirez-Camacho, WEE/Internship Specialist
maria.ramirezcamacho@hancockcollege.edu
805-922-6966 Ext. 3421

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?

APPENDIX I

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?
 - 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.
 - What are the approved forms of correspondence?
 - What are specific safety regulations?
 - Explain the procedure for reporting progress of projects.
- 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 the work space, and any other pertinent information.
- Introduce the intern to the employees they 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 the tools they will need for the job/project are located and explain their usage if the intern is not familiar.
 - 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.
- **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 and 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 the Allan Hancock College WEE/Internship Specialist.



WORK EXPERIENCE EDUCATION
LETTER OF AGREEMENT
Between
ALLAN HANCOCK 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 Work Experience Education (WEE) 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 WEE units attempted (1 unit = 54 hours of paid OR unpaid work) during the current semester/term 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 WEE Specialist, or assigned faculty, immediately should problems arise.

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 Work Experience Education (WEE) 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 WEE instructor, 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 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 their continuance with Work Experience Education. The Employer, in consultation with the College, has the right to terminate the WEE 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 WEE student with this Employer.

EMPLOYER

Business Name: _____

Address: _____

Phone Number: _____

Contact Person: _____ Title: _____

Signature: _____ Date: _____

COLLEGE

Maria Ramirez-Camacho, WEE/Internships Specialist

Signature: _____ Date: _____

Thomas Lamica, Dean of Academic Affairs

Signature: _____ Date: _____

APPENDIX K



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

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

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Footnotes

1 - The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for 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 for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

2 - *E.g., Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).