APPENDIX
# External Learning Experiences

## Clinical Experience Courses
- Internship and clinical courses have a ratio of credit hours to external experience contact hours of 1:3, 1:4, 1:5, or 1:6 and may range from a total of 1 to 6 SCH.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:3 Ratio</th>
<th>1:4 Ratio</th>
<th>1:5 Ratio</th>
<th>1:6 Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>3 Ext./48 CH</td>
<td>4 Ext./64 CH</td>
<td>5 Ext./80 CH</td>
<td>6 Ext./96 CH</td>
</tr>
<tr>
<td>2</td>
<td>6 Ext./96 CH</td>
<td>8 Ext./128 CH</td>
<td>10 Ext./160 CH</td>
<td>12 Ext./192 CH</td>
</tr>
<tr>
<td>3</td>
<td>9 Ext./144 CH</td>
<td>12 Ext./192 CH</td>
<td>15 Ext./240 CH</td>
<td>18 Ext./288 CH</td>
</tr>
<tr>
<td>4</td>
<td>12 Ext./192 CH</td>
<td>16 Ext./256 CH</td>
<td>20 Ext./320 CH</td>
<td>24 Ext./384 CH</td>
</tr>
<tr>
<td>5</td>
<td>15 Ext./240 CH</td>
<td>20 Ext./320 CH</td>
<td>25 Ext./400 CH</td>
<td>30 Ext./480 CH</td>
</tr>
<tr>
<td>6</td>
<td>18 Ext./288 CH</td>
<td>24 Ext./384 CH</td>
<td>30 Ext./480 CH</td>
<td>36 Ext./576 CH</td>
</tr>
</tbody>
</table>

## Internship Courses
- Internship and clinical courses have a ratio of credit hours to external experience contact hours of 1:3, 1:4, 1:5, or 1:6 and may range from a total of 1 to 6 SCH.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:3 Ratio</th>
<th>1:4 Ratio</th>
<th>1:5 Ratio</th>
<th>1:6 Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>3 Ext./48 CH</td>
<td>4 Ext./64 CH</td>
<td>5 Ext./80 CH</td>
<td>6 Ext./96 CH</td>
</tr>
<tr>
<td>2</td>
<td>6 Ext./96 CH</td>
<td>8 Ext./128 CH</td>
<td>10 Ext./160 CH</td>
<td>12 Ext./192 CH</td>
</tr>
<tr>
<td>3</td>
<td>9 Ext./144 CH</td>
<td>12 Ext./192 CH</td>
<td>15 Ext./240 CH</td>
<td>18 Ext./288 CH</td>
</tr>
<tr>
<td>4</td>
<td>12 Ext./192 CH</td>
<td>16 Ext./256 CH</td>
<td>20 Ext./320 CH</td>
<td>24 Ext./384 CH</td>
</tr>
<tr>
<td>5</td>
<td>15 Ext./240 CH</td>
<td>20 Ext./320 CH</td>
<td>25 Ext./400 CH</td>
<td>30 Ext./480 CH</td>
</tr>
<tr>
<td>6</td>
<td>18 Ext./288 CH</td>
<td>24 Ext./384 CH</td>
<td>30 Ext./480 CH</td>
<td>36 Ext./576 CH</td>
</tr>
</tbody>
</table>

## Practicum Courses
- Practicum courses have a ratio of credit hours to external experience contact hours of 1:7, 1:8, 1:9, or 1:10 and may range from a total of 1 to 5 SCH.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:7 Ratio</th>
<th>1:8 Ratio</th>
<th>1:9 Ratio</th>
<th>1:10 Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>7 Ext./112 CH</td>
<td>8 Ext./128 CH</td>
<td>9 Ext./144 CH</td>
<td>10 Ext./160 CH</td>
</tr>
<tr>
<td>2</td>
<td>14 Ext./224 CH</td>
<td>16 Ext./256 CH</td>
<td>18 Ext./288 CH</td>
<td>20 Ext./320 CH</td>
</tr>
<tr>
<td>3</td>
<td>21 Ext./336 CH</td>
<td>24 Ext./384 CH</td>
<td>27 Ext./432 CH</td>
<td>30 Ext./480 CH</td>
</tr>
<tr>
<td>4</td>
<td>28 Ext./448 CH</td>
<td>32 Ext./512 CH</td>
<td>36 Ext./576 CH</td>
<td>40 Ext./640 CH</td>
</tr>
<tr>
<td>5</td>
<td>35 Ext./560 CH</td>
<td>40 Ext./640 CH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Cooperative Education Courses
- Cooperative education courses have a ratio of credit hours to external experience contact hours of 1:7, 1:8, 1:9, or 1:10 and may range from a total of 2 to 6 SCH. Cooperative education courses require a one-hour lecture component.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:7 Ratio</th>
<th>1:8 Ratio</th>
<th>1:9 Ratio</th>
<th>1:10 Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
<td>X = hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>2</td>
<td>1 Lec./7 Ext./128 CH</td>
<td>1 Lec./8 Ext./144 CH</td>
<td>1 Lec./9 Ext./160 CH</td>
<td>1 Lec./10 Ext./176 CH</td>
</tr>
<tr>
<td>3</td>
<td>1 Lec./14 Ext./240 CH</td>
<td>1 Lec./16 Ext./272 CH</td>
<td>1 Lec./18 Ext./304 CH</td>
<td>1 Lec./20 Ext./336 CH</td>
</tr>
<tr>
<td>4</td>
<td>1 Lec./21 Ext./352 CH</td>
<td>1 Lec./24 Ext./400 CH</td>
<td>1 Lec./27 Ext./448 CH</td>
<td>1 Lec./30 Ext./496 CH</td>
</tr>
<tr>
<td>5</td>
<td>1 Lec./28 Ext./464 CH</td>
<td>1 Lec./32 Ext./528 CH</td>
<td>1 Lec./36 Ext./592 CH</td>
<td>1 Lec./40 Ext./656 CH</td>
</tr>
<tr>
<td>6</td>
<td>1 Lec./35 Ext./576 CH</td>
<td>1 Lec./40 Ext./656 CH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: 2015 GIPWE (Guidelines for Instructional Programs in Workforce Education) Chapter 3, Pages 11-15.

DISCLAIMER: Use only as a guide for calculating externships.
External Learning Experiences (ELE)

FACULTY HANDBOOK

Revised March 2013

Dallas County Community College District

Brookhaven ● Cedar Valley ● Eastfield ● El Centro ● Mountain View ● North Lake ● Richland
# External Learning Experiences (ELE) Handbook
## Table of Contents

Preface ................................................................................................................................................... 3

**Introduction to External Learning Experiences (ELE)** ................................................................. 4  
  Description of External Learning Experiences .............................................................................. 5  
  Types of External Learning Experiences ...................................................................................... 5  
  Philosophy of External Learning Experiences .............................................................................. 5  
  Benefits of External Learning Experiences to Students ............................................................... 6  
  Benefits of External Learning Experiences to Employers ............................................................ 6  
  Benefits of External Learning Experiences to College ............................................................... 7

**Guidelines for External Learning Experiences (ELE)** ................................................................. 8  
  District Office Responsibilities ...................................................................................................... 9  
  Campus Administration Responsibilities ....................................................................................... 9  
  External Learning Experience Contact Hour Calculations ......................................................... 10  
  Clinical Experience ..................................................................................................................... 11  
  Internship .................................................................................................................................. 13  
  Practicum .................................................................................................................................... 15  
  Cooperative Education ................................................................................................................. 17

**Basic Workplace Skills** ............................................................................................................. 19

**Appendix – SAMPLE Forms** .................................................................................................... 22  
  External Learning Experience Memorandum to Supervisor ..................................................... 23  
  Student Applications .................................................................................................................... 24  
  Training Station Agreement ......................................................................................................... 25  
  Learning Objectives Evaluation Form ......................................................................................... 26  
  Basic Workplace Skills/Attributes Evaluation Form .................................................................... 27  
  LEAP Rubric ............................................................................................................................... 28  
  Action Plan .................................................................................................................................. 29
PREFACE

This manual specifies Dallas County Community College District’s (DCCCD) guidelines and procedures for External Learning Experiences (ELE). ELE is the term used by the State of Texas for all on-site work experience based courses. This applies to all Texas Higher Education Coordinating Board (THECB) approved technical/occupational programs and is based upon the Guidelines for Instructional Programs in Workforce Education (GIPWE), published in June 2010.

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, religion, national origin, sex, disability, or sexual orientation.
INTRODUCTION TO EXTERNAL LEARNING EXPERIENCES (ELE)
DESCRIPTION OF EXTERNAL LEARNING EXPERIENCES

External Learning Experience (ELE) is an educational strategy that combines parallel productive work experience with academic study. It is a collaborative effort whereby the college and select employers provide students with work experience that enhances the student’s academic progress and employability upon graduation. Students who are enrolled in a SCH program will receive college credit for external learning based upon contact hours. Students who are enrolled in a SCH program will receive college credit for external learning based upon contact hours. Students who are enrolled in a CEU program will receive continuing education units for external learning based upon contact hours.

An ELE is competency-based and enhances lecture and laboratory instruction with hands-on training that helps students learn and apply concepts and theories in a workplace setting. It may be paid (excluding clinical) or unpaid and is provided at work sites appropriate to the discipline. The maximum number of ELE contact hours must not exceed 1,008 hours for an Associate of Applied Science (AAS) program, unless authorized by the Texas Higher Education Coordinating Board (THECB). While students may enroll in a "fast-track" or "accelerated" ELE courses, students are not permitted to participate in two separate experiences at the same time. Some allied programs may require students to complete two ELE within one term or reporting period, a student may not take two ELE courses simultaneously.

TYPES OF EXTERNAL LEARNING EXPERIENCES

Clinical and Internship experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting and students must not be paid for the learning experience. Internship experiences take place in any setting outside of health care, except when allowed by the THECB through the Workforce Education Course Manual (WECM). Internships may be paid or non-paid positions. Practicum and Cooperative Education provide workplace settings in which students gain practical experience in a discipline, enhance skills, and integrate knowledge.

DCCCD PHILOSOPHY OF EXTERNAL LEARNING EXPERIENCES

Through ELE, the college encourages students to be involved in hands-on experience directly related to the student’s area of study. ELE extends beyond the classroom into the community. Meeting the needs of the community and the individual student is a major goal of the DCCCD. Students, employers, and instructors form a collaborative team for educational excellence.

DCCCD is strongly committed to providing a supervised, practical work experience, integrated into carefully planned and evaluated instructional programs.
BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE STUDENTS

- **Gives reality to learning.** Students find that their studies have greater meaning through coordinating work experience with classroom instruction.

- **Increases educational motivation.** The integration of work and study increases student motivation because it engenders a stronger desire to learn.

- **Develops greater human understanding.** Students develop greater understanding of other people and greater human relations skills by utilizing the work environment as a laboratory for learning.

- **Fosters career development.** Students discover that experience in the existing world of work provides an opportunity to broaden their outlook and shape their behavior patterns to meet the demands of the working world.

- **Provides orientation to the world of work.** Students have an excellent opportunity to test their interests and abilities in real job situations; and also, gain a good understanding and healthy attitude toward the world of work.

- **Promotes useful employment contacts.** Students make contacts which can be useful for permanent employment after graduation.

- **Provides availability of specialized facilities.** In the working community, students have access to specialized facilities and equipment that may not be available on campus.

- **Facilitates career satisfaction.** While attending college, students have the advantage of experiencing fields of work before making a career commitment.

BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE EMPLOYERS

- **Provides better trained employees.** Develops new talent in an employer’s organization.

- **Facilitates recruitment and retention.** ELE provide employers with an excellent recruiting tool.

- **Encourages education/business partnerships.** The employer becomes influential in the educational process.
BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE COLLEGE

- **Encourages greater community support.** A college with ELE has an opportunity to expand its services to the community.

- **Enhances teaching effectiveness.** Faculty members receive up-to-date information on the latest developments in their field by contact with employers, also exposing them to current practices.

- **Provides availability of specialized facilities.** In the working community, students have access to specialized facilities and equipment in an actual workplace setting.

- **Facilitates placement of graduates.** Students graduate with experience related to their major field of study and/or career interest areas.
DISTRICT OFFICE OF EDUCATION AFFAIRS RESPONSIBILITIES

- Gathers and disseminates state and national information affecting ELE.
- Serves as an advocate for ELE.
- Coordinates the review and update of District ELE policies, procedures and guidelines, including the District ELE Handbook.
- Promotes District and campus efforts in job development and placement.
- Provides support in faculty development issues as it relates to ELE.
- Provides support for ELE at the District level through the coordination of information related to external funding sources.

CAMPUS ADMINISTRATION RESPONSIBILITIES

Each campus/college’s chief academic officer will designate individual(s) to perform the following duties:

- Advise students for entry into ELE.
- Be available for conferences with students to assist with career planning and the completion of their learning objectives.
- Refer students to the Career Development Center for job opportunities.
- Gather and disseminate state and national information affecting ELE.
- Serve as internal and external advocates for ELE.
- Coordinate the review and update of District ELE policies, procedures, guidelines and the District ELE Handbook.
- Serve as advocate in promoting District and campus efforts in job development and placement.
- Provide support in faculty development issues as it relates to ELE.
- Gather, maintain and archive required support documents including:
  - Training Station Agreement
  - Learning Objectives Evaluation Form
  - Basic Workplace Skills/Attributes Evaluation Form
  - Final Grade records
## EXTERNAL LEARNING EXPERIENCE CONTACT HOUR CALCULATIONS

### CLINICAL EXPERIENCE COURSES
- Internship and clinical courses have a ratio of credit hours to external experience contact hours of 1:3, 1:4, 1:5, or 1:6 and may range from a total of 1 to 6 SCH.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:3 RATIO</th>
<th>1:4 RATIO</th>
<th>1:5 RATIO</th>
<th>1:6 RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>3 Ext./48 CH</td>
<td>4 Ext./64 CH</td>
<td>5 Ext./80 CH</td>
<td>6 Ext./96 CH</td>
</tr>
<tr>
<td>2</td>
<td>6 Ext./96 CH</td>
<td>8 Ext./128 CH</td>
<td>10 Ext./160 CH</td>
<td>12 Ext./192 CH</td>
</tr>
<tr>
<td>3</td>
<td>9 Ext./144 CH</td>
<td>12 Ext./192 CH</td>
<td>15 Ext./240 CH</td>
<td>18 Ext./288 CH</td>
</tr>
<tr>
<td>4</td>
<td>12 Ext./192 CH</td>
<td>16 Ext./256 CH</td>
<td>20 Ext./320 CH</td>
<td>24 Ext./384 CH</td>
</tr>
<tr>
<td>5</td>
<td>15 Ext./240 CH</td>
<td>20 Ext./320 CH</td>
<td>25 Ext./400 CH</td>
<td>30 Ext./480 CH</td>
</tr>
<tr>
<td>6</td>
<td>18 Ext./288 CH</td>
<td>24 Ext./384 CH</td>
<td>30 Ext./480 CH</td>
<td>36 Ext./576 CH</td>
</tr>
</tbody>
</table>

### INTERNSHIP COURSES
- Internship and clinical courses have a ratio of credit hours to external experience contact hours of 1:3, 1:4, 1:5, or 1:6 and may range from a total of 1 to 6 SCH.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:3 RATIO</th>
<th>1:4 RATIO</th>
<th>1:5 RATIO</th>
<th>1:6 RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>3 Ext./48 CH</td>
<td>4 Ext./64 CH</td>
<td>5 Ext./80 CH</td>
<td>6 Ext./96 CH</td>
</tr>
<tr>
<td>2</td>
<td>6 Ext./96 CH</td>
<td>8 Ext./128 CH</td>
<td>10 Ext./160 CH</td>
<td>12 Ext./192 CH</td>
</tr>
<tr>
<td>3</td>
<td>9 Ext./144 CH</td>
<td>12 Ext./192 CH</td>
<td>15 Ext./240 CH</td>
<td>18 Ext./288 CH</td>
</tr>
<tr>
<td>4</td>
<td>12 Ext./192 CH</td>
<td>16 Ext./256 CH</td>
<td>20 Ext./320 CH</td>
<td>24 Ext./384 CH</td>
</tr>
<tr>
<td>5</td>
<td>15 Ext./240 CH</td>
<td>20 Ext./320 CH</td>
<td>25 Ext./400 CH</td>
<td>30 Ext./480 CH</td>
</tr>
<tr>
<td>6</td>
<td>18 Ext./288 CH</td>
<td>24 Ext./384 CH</td>
<td>30 Ext./480 CH</td>
<td>36 Ext./576 CH</td>
</tr>
</tbody>
</table>

### PRACTICUM COURSES
- Practicum courses have a ratio of credit hours to external experience contact hours of 1:7, 1:8, 1:9, or 1:10 and may range from a total of 1 to 5 SCH.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:7 RATIO</th>
<th>1:8 RATIO</th>
<th>1:9 RATIO</th>
<th>1:10 RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>7 Ext./112 CH</td>
<td>8 Ext./128 CH</td>
<td>9 Ext./144 CH</td>
<td>10 Ext./160 CH</td>
</tr>
<tr>
<td>2</td>
<td>14 Ext./224 CH</td>
<td>16 Ext./256 CH</td>
<td>18 Ext./288 CH</td>
<td>20 Ext./320 CH</td>
</tr>
<tr>
<td>3</td>
<td>21 Ext./336 CH</td>
<td>24 Ext./384 CH</td>
<td>27 Ext./432 CH</td>
<td>30 Ext./480 CH</td>
</tr>
<tr>
<td>4</td>
<td>28 Ext./448 CH</td>
<td>32 Ext./512 CH</td>
<td>36 Ext./576 CH</td>
<td>40 Ext./640 CH</td>
</tr>
<tr>
<td>5</td>
<td>35 Ext./560 CH</td>
<td>40 Ext./640 CH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COOPERATIVE EDUCATION COURSES
- Cooperative education courses have a ratio of credit hours to external experience contact hours of 1:7, 1:8, 1:9, or 1:10 and may range from a total of 2 to 6 SCH. Cooperative education courses require a one-hour lecture component.*

<table>
<thead>
<tr>
<th>SCH</th>
<th>1:7 RATIO</th>
<th>1:8 RATIO</th>
<th>1:9 RATIO</th>
<th>1:10 RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
<td>X=hrs. worked per week x 16 weeks</td>
</tr>
<tr>
<td>1</td>
<td>1 Lec./7 Ext./128 CH</td>
<td>1 Lec./8 Ext./144 CH</td>
<td>1 Lec./9 Ext./160 CH</td>
<td>1 Lec./10 Ext./176 CH</td>
</tr>
<tr>
<td>2</td>
<td>1 Lec./14 Ext./240 CH</td>
<td>1 Lec./16 Ext./272 CH</td>
<td>1 Lec./18 Ext./304 CH</td>
<td>1 Lec./20 Ext./336 CH</td>
</tr>
<tr>
<td>3</td>
<td>1 Lec./21 Ext./352 CH</td>
<td>1 Lec./24 Ext./448 CH</td>
<td>1 Lec./27 Ext./496 CH</td>
<td>1 Lec./30 Ext./496 CH</td>
</tr>
<tr>
<td>4</td>
<td>1 Lec./28 Ext./464 CH</td>
<td>1 Lec./32 Ext./528 CH</td>
<td>1 Lec./36 Ext./592 CH</td>
<td>1 Lec./40 Ext./656 CH</td>
</tr>
<tr>
<td>5</td>
<td>1 Lec./35 Ext./576 CH</td>
<td>1 Lec./40 Ext./656 CH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: 2015 GIPWE (Guidelines for Instructional Programs in Workforce Education) Chapter 3, Pages 11-15.

**DISCLAIMER:** Use only as a guide for calculating externships.
**Description**
A Clinical experience is a method of instruction that offers health care students a chance to synthesize new knowledge and apply previous knowledge. Students learn to manage the work flow through the development and achievement of learning objectives accomplished through a work experience. The level of instruction is basic, intermediate or advanced. A clinical experience should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills acquired. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

**Workplace Setting**
A clinical experience can only be in the field of health care. This includes all Health Professions and Related Sciences instructional programs except for sign language. The work experience must take place at sites approved by the college.

**Workplace Supervision**
The student is under the direct or close supervision of a qualified college faculty member or a clinical preceptor. A clinical preceptor is defined as a work site supervisor who oversees the daily, hands-on experiences of a health professions student in the work place. Direct supervision is defined as daily oversight, guidance, and review of the hands-on experiences and the daily organization of the student’s activities. Close supervision is defined as remaining within a short distance in time or space, constant oversight, guidance, and review of the hands-on experiences and daily organization of the student’s activities.

**Student Compensation**
A clinical experience is unpaid. The student will receive college credit or continuing education units (CEU) for the clinical experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

**Length of ELE**
A clinical experience can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.

**Seminar or Lecture Component**
A lecture or seminar component is not required for a clinical experience.

**Role of Instructor/Coordinator**
The instructor/coordinator is responsible for working with the student to develop learning objectives and to monitor the student’s progress. The instructor/coordinator must be a college faculty with appropriate credentials. The faculty member is the primary instructor or is responsible for periodic visits to the work site.
Early in the ELE

- Complete a written Evaluation Form – In compliance with guidelines from external accrediting agencies.
- Visit with on-site supervisor to ensure he/she understands the goals of the course and student’s activities. Confirm with supervisor that the student’s activities are achievable.
- Encourage on-site supervisor to contact you if any problems arise; or, if there are any suggestions for improving the course or assisting students.
- Make sure a valid contract is signed between institution and health care facility.

During the ELE

- Monitor student progress and learning activities.
- Maintain required class records.
- Make on-site visits and schedule supervisor consultations for each student to establish and evaluate activities included in the competency-based learning plans.
- Make sure each student has met with the supervisor and the instructor/coordinator.
- Make sure each student has received an evaluation or other acknowledgement of performance.

End of ELE

- Make final contact with the supervisor to assess the student’s progress in completing the activities defined in the learning plan. A recommended practice is to make the contact during the last one-third of the class term.
- Make the final determination of the student’s grade as described by the course syllabus.
- Collect the completed support documentation.
- Submit a copy of the support documentation and final grade sheet to campus archives.
INTERNSHIP

Description
An internship is a method of instruction that offers students the chance to synthesize new knowledge and apply previous knowledge. Students learn to manage the work flow through the development and achievement of learning objectives accomplished through a work experience. An internship typically involves some level of on-site supervised instruction and is suited for fields in professional services (e.g. childcare, social work, etc.). The work experience must be related to the student’s field of study. The level of instruction is basic, intermediate or advanced. An internship should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills acquired. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting
An internship can be in any career field other than health care, except when allowed by the Texas Higher Education Coordinating Board (THECB) through the Workforce Education Course Manual (WECM). The work experience must take place at sites approved by the college.

Workplace Supervision
The student is under the direct supervision of an external site supervisor. Direct supervision is defined as daily oversight, guidance, and review of the hands-on experiences and the daily organization of the student’s activities.

Student Compensation
An internship can be a paid or unpaid experience. The student will receive college credit or continuing education units (CEU) for the internship experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

Length of ELE
An internship can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.

Seminar or Lecture Component
A lecture or seminar component is not required for an internship.
Role of Instructor/Coordinator
The instructor/coordinator is responsible for working with the student to develop learning objectives and to monitor the student’s progress. The instructor/coordinator is the primary instructor or is responsible for periodic visits to the work site and should have appropriate qualifications for the discipline.

Early in the ELE

- Complete the initial portion of the Learning Objectives Evaluation Form (see Appendix) in conjunction with the on-site supervisor based on the student learning plan and described student learning outcome.

- Provide a copy of the ELE Evaluation – Basic Workplace Skills / Attributes Form (see Appendix) to the on-site supervisor and student.

- Visit with on-site supervisor to ensure he/she understands the goals of the course and student’s activities. Confirm with supervisor that the student’s activities are achievable.

- Encourage on-site supervisor to contact you if any problems arise; or, if there are any suggestions for improving the course or assisting students.

- Make sure the Training Station Agreement (see Appendix) is signed by student, on-site supervisor and instructor/coordinator.

During the ELE

- Monitor student progress and learning activities.

- Maintain required class records.

- Make on-site visits and schedule supervisor consultations for each student to establish and evaluate activities included in the competency-based learning plans.

- Make sure each student has met with the supervisor and the instructor/coordinator.

- Make sure each student has received an evaluation or other acknowledgement of performance.

End of ELE

- Make final contact with the supervisor to assess the student’s progress in completing the activities defined in the learning plan. A recommended practice is to make the contact during the last one-third of the class term.

- Make the final determination of the student’s grade as described by the course syllabus.

- Gather, maintain and archive required support documents including:
  - Training Station Agreement
  - Learning Objectives Evaluation Form
  - Basic Workplace Skills/Attributes Evaluation Form
  - Final Grade records

- Submit a copy of the support documentation and final grade sheet to campus archives.
PRACTICUM

Description
A practicum is a method of instruction that offers students the opportunity to gain practical experience, enhance skills, and integrate knowledge through the development and achievement of learning objectives accomplished through a work experience. The work experience must be related to the student’s field of study. The level of instruction is basic for career exploration, intermediate for any program, and advanced for health care. A practicum should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills acquired. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting
A practicum experience can be in any career field. The work experience must take place at sites approved by the college.

Workplace Supervision
The student is under the direct supervision of a qualified college faculty member or a clinical preceptor for health programs. The student is under the indirect supervision of an external site supervisor for non-health related programs. A clinical preceptor is defined as a work site supervisor who oversees the daily, hands-on experiences of a health profession student in the work place. Direct supervision is defined as daily oversight, guidance, and review of the hands-on experiences and the daily organization of the student’s activities. Indirect supervision is defined as general oversight and guidance of the hands-on experiences, periodic review of the student’s progress, and overall organization of the student’s activities.

Student Compensation
A practicum can be a paid or unpaid experience. Students who are enrolled in a SCH program will receive college credit for external learning based upon contact hours. Students who are enrolled in a CEU program will receive continuing education units for external learning based upon contact hours.

Length of ELE
A practicum can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.

Seminar or Lecture Component
A lecture or seminar component is not required for a practicum. Formally scheduled discussion of the external learning experience with students is required and considered part of the external experience, not a lecture for credit hour assignment.

Role of Instructor/Coordinator
The instructor/coordinator is responsible to work with the student and supervisor to develop learning objectives and to monitor the student’s progress, which may include periodic on-site visits. The instructor/coordinator should have the appropriate qualifications for the discipline.
Early in the ELE

- Collect the completed and signed Application Form from the student (see Appendix).
- Send the Memorandum (see Appendix) to the students’ supervisors.
- Collect the Training Station Agreement signed by the on-site supervisor and the student.
- Assist the student in completing the initial portion of the Learning Objectives Evaluation Form (see Appendix) in conjunction with the on-site supervisor.
- Provide a copy of the Basic Workplace Skills/Attributes Evaluation Form (see Appendix) to the on-site supervisor and student.
- Communicate with on-site supervisor to ensure he/she understands the goals of the course and student’s activities. Confirm with supervisor that the student’s learning objectives are achievable.
- Encourage on-site supervisor to contact you if any problems arise; or, if there are any suggestions for improving the course or assisting students.

During the ELE

- Monitor student progress on learning objectives.
- Maintain required class records.
- Schedule and conduct supervisor consultation for each student to establish and evaluate activities included in the competency-based learning plans.
- Make sure each student has met with the supervisor and the instructor/coordinator.
- Have students self-evaluate their progress on the learning objectives.

End of ELE

- Make final contact with the supervisor to assess the student’s progress in completing the activities defined in the learning plan. A recommended practice is to make the contact during the last one-third of the class term.
- Make the final determination of the student’s grade as described by the course syllabus.
- Gather, maintain and archive required support documents including:
  - Training Station Agreement
  - Learning Objectives Evaluation Form
  - Basic Workplace Skills/Attributes Evaluation Form
  - Final Grade records
COOPERATIVE EDUCATION

Description
Cooperative Education (co-op) is a method of instruction that offers students the opportunity to gain practical experience, enhance skills, and integrate knowledge through the development and achievement of learning objectives accomplished through a work experience. The work experience must be related to the student’s field of study. The level of instruction is intermediate or advanced. A co-op should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting
A co-op experience can be in any career field other than health care, except when allowed by the Texas Higher Education Coordinating Board (THECB) through the Workforce Education Course Manual (WECM). The work experience must take place at sites approved by the college.

Workplace Supervision
The employer is responsible for the indirect supervision of the student at the work site. Indirect supervision is defined as general oversight and guidance of the hands-on experiences, periodic review of the student’s progress, and overall organization of the student’s activities.

Student Compensation
A co-op may be a paid or unpaid experience. Students who are enrolled in a SCH program will receive college credit for external learning based upon contact hours. Students who are enrolled in a CEU program will receive continuing education units for external learning based upon contact hours.

Length of ELE
A co-op can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.

Seminar or Lecture Component
A lecture or seminar component is required for each co-op course. The seminar content should reflect the student’s needs and should enhance the overall experience. The scheduling of the seminar activities is flexible.

The instructor/coordinator must provide 16 hours of seminar activities for each co-op student during the semester. Seminars may be conducted as a group or on an individualized basis. It is expected that the instructor/coordinator will interact with each student during or following the activity. Seminar attendance should be documented.
Role of Instructor/Coordinator
The instructor/coordinator is responsible to work with the student and supervisor to develop learning objectives and to monitor the student’s progress, which may include periodic on-site visits. The instructor/coordinator is also responsible for the lecture or seminar component of the co-op experience and should have appropriate qualifications for the discipline.

Early in the ELE

- Collect the completed and signed Application Form from the student (see Appendix).
- Send the Memorandum (see Appendix) to the students’ supervisors.
- Collect the Training Station Agreement signed by the on-site supervisor and the student.
- Assist the student in completing initial portion of the Learning Objectives Evaluation Form (see Appendix) in conjunction with the on-site supervisor.
- Provide a copy of the Basic Workplace Skills/Attributes Evaluation Form (see Appendix) to the on-site supervisor and student.
- Communicate with on-site supervisor to ensure he/she understands the goals of the course and student’s activities. Confirm with supervisor that the student’s learning objectives are achievable.
- Encourage on-site supervisor to contact you if any problems arise; or, if there are any suggestions for improving the course or assisting students.

During the ELE

- Monitor student progress on learning objectives.
- Maintain required class records.
- Schedule and conduct supervisor consultation for each student to establish and evaluate activities included in the competency-based learning plans.
- Make sure each student has met with the supervisor and the instructor/coordinator.
- Have students self-evaluate their progress on the learning objectives.
End of ELE

- Make final contact with the supervisor to assess the student’s progress in completing the activities defined in the learning plan. A recommended practice is to make the contact during the last one-third of the class term.

- Make the final determination of the student’s grade as described by the course syllabus.

- Gather, maintain and archive required support documents including:
  - Training Station Agreement
  - Learning Objectives Evaluation Form
  - Basic Workplace Skills/Attributes Evaluation Form
  - Final Grade records

**Basic Workplace Skills**

The Basic Workplace Skills/Attributes Evaluation Form (see Appendix) incorporates both the Texas Higher Education Coordinating Board (THECB) Core Curriculum Objectives or competencies and the Secretary's Commission on Achieving Necessary Skills (SCANS). Use of this evaluation form allows the employer to evaluate student demonstration of both the Core Curriculum Objectives and the SCANS.

**THECB Core Curriculum Objectives**

**Critical Thinking Skills** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills** to include effective written, oral, and visual communication.

**Empirical and Quantitative Skills** to include applications of scientific and mathematical concepts.

**Teamwork** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Social Responsibility** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.

**Personal Responsibility** to include the ability to connect choices, actions and consequences to ethical decision-making.

**SCANS**

SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

1. **Foundation Skills are defined in three areas:** (a) basic skills, (b) thinking skills, and (c) personal qualities.

   (a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   (1) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules;
   (2) Writing: communicate thoughts, ideas, information, and messages in writing; and create documents such as letters, directions, manuals, reports, graphs, and flow charts;
   (3) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques;
(4) Listening: receive, attend to, interpret, and respond to verbal messages and other cues; and
(5) Speaking: organize ideas and communicate orally.

(b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
(1) Creative Thinking: generate new ideas;
(2) Decision Making: specify goals and constraints and generate alternatives, consider risks, and evaluate and choose the best alternative;
(3) Problem Solving: recognize problems and devise and implement plan of action;
(4) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information;
(5) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills; and
(6) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty. These qualities include:
(1) Responsibility: exert a high level of effort and persevere toward goal attainment;
(2) Self Esteem: believe in one's own self worth and maintain a positive view of oneself;
(3) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings;
(4) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control; and
(5) Integrity and Honesty: choose ethical courses of action.

2. Workplace Competencies are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
(1) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
(2) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
(3) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
(4) Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

(b) Interpersonal Skills: A worker must work with others effectively.
(1) Participate as Member of a Team: contribute to group effort.
(2) Teach Others New Skills.
(3) Serve Clients/Customers: work to satisfy customers' expectations.
(4) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
(5) Negotiate: work toward agreements involving exchange of resources, resolvedivergent interests.
(6) Work with Diversity: work well with men and women from diverse backgrounds.

c) Information: A worker must be able to acquire and use information.
(1) Acquire and Evaluate Information.
(2) Organize and Maintain Information.
(3) Interpret and Communicate Information.
(4) Use Computers to Process Information.
(d) Systems: A worker must understand complex interrelationships.
(1) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
(2) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
(3) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
(e) Technology: A worker must be able to work with a variety of technologies.
(1) Select Technology: choose procedures, tools or equipment including computers and related technologies.
(2) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
(3) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
APPENDIX

SAMPLE FORMS

(Form should be distributed and completed electronically)
External Learning Experience Memorandum to Supervisor

DATE:    ____
TO:     ____
FROM:   ____

RE: External Learning Experience (ELE) Expectations

Thank you for agreeing to participate as an on-site supervisor in our External Learning Experience course. As an on-site supervisor you are helping students gain the opportunity to apply knowledge acquired in ____ courses. Three activities are described below, which will require input from you and the student.

FORMS
Three forms need to be completed and signed by the supervisor:
1. A Training Station Agreement documenting the work schedule must be completed and signed by the student, on-site supervisor and instructor/coordinator early in the external learning experience.
2. A Learning Objectives Evaluation Form listing the learning objectives -to be completed on the job must be filled out early in the external learning experience and signed by the student, on-site supervisor and instructor/coordinator to document the validity of the objectives.
3. The instructor/coordinator will provide a Basic Workplace Skills/Attributes Evaluation Form on which to document student demonstration of basic workplace skills and attributes.

OBJECTIVES
During the ELE the student will be expected to achieve the stated learning objectives. These objectives are developed by the student in cooperation with you and are approved by the instructor/coordinator. These on-the-job learning objectives allow the student to know precisely what performance behavior is expected and to what level it must be demonstrated in order to achieve a satisfactory evaluation.

Each objective must include a beginning and ending date. During the evaluation, the employer must indicate whether or not the student satisfactorily achieved each objective.

ON-SITE VISITATION
The instructor/coordinator will contact the supervisor and may visit the job site during the semester in order to:
- discuss learning objectives and student activity expectations.
- assess student progress, evaluate achievement of learning objectives, and student demonstrated basic workplace skills and attributes.
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
Student Application

College
Instructor/Coordinator Name

Course

Semester: Fall ☐ Summer ☐ Spring ☐ Year ☐
Name: Last ☐ First ☐ M.I. ☐
Student ID # ☐ Address ☐
City ☐ State ☐ Zip ☐ Phone (____) ____-____
Cell Phone (____) ____-____ E-Mail Address (REQUIRED): _____
Home Phone (____) ____-____
Degree Program (major): _____

Typical Weekly Work Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Weekly Class Schedule (if online please indicate):

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Employer Name: _____
Supervisor Name: _____
Company Address: _____
City ☐ State ☐ Zip ☐ Supervisor Phone (____) ____-____
E-Mail Address: _____

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, religion, national origin, sex, disability, or sexual orientation.
Dallas County Community College District
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
Training Station Agreement

Program Information:
College ____
Course ____
Semester ____ Year ____ Today’s Date ____
Major ____ Degree Plan Filed: Yes ☐ No ☐

Student Information:
Name ____ Home Phone ____
Email ____ Work Phone ____
Cell Phone ____
ID Number ____ Job Title ____

Typical Weekly Work Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Company Information:
Sponsoring Firm ____
Evaluating Supervisor ____ Email ____
Title ____ Phone ____
Fax Number ____ Alternate Phone ____
Address ____ City/Zip ____

Training Agreement:
The student, supervisor, and instructor/coordinator will cooperate in this Internship/Practicum/Cooperative Education venture to
determine and evaluate on-the-job learning objectives for the student. Each semester a student enrolls in
Internship/Practicum/Cooperative Education, it is necessary that new learning objectives be identified. Achievement of the objectives
will be part of the basis for the credit and final grade which will be earned for the course. The instructor/coordinator or designate will
work with the student and the evaluating supervisor each semester and may meet with the supervisor at the job site in order to conduct
a final evaluation. The supervisor assists the student in determining appropriate learning objectives and in the evaluation of student
performance on the objectives. The instructor/coordinator determines the student’s final grade. The student agrees to abide by the
guidelines of the Internship/Practicum/Cooperative Education program.

Evaluating Supervisor ___________________________ Date

Student ___________________________ Date
Instructor/Coordinator ___________________________ Date

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, religion, national origin, sex, disability, or
sexual orientation.
Dallas County Community College District
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
Learning Objectives Evaluation Form

Student _____
College _____
Employer _____
Course _____

Course _____
Semester & Year _____

(Supervisor: circle to signify completion at end of course)

Objective 1
Date Started: _____     Date Completed: _____
Learning Objective: _____
Achievement
Yes ☐     No ☐
Measurement Standard: _____

Objective 2
Date Started: _____     Date Completed: _____
Learning Objective: _____
Achievement
Yes ☐     No ☐
Measurement Standard: _____

Objective 3
Date Started: _____     Date Completed: _____
Learning Objective: _____
Achievement
Yes ☐     No ☐
Measurement Standard: _____

Objective 4
Date Started: _____     Date Completed: _____
Learning Objective: _____
Achievement
Yes ☐     No ☐
Measurement Standard: _____

We the undersigned agree to the validity of the above objectives: (Sign at the beginning of the semester)

Student ______________________  Date ______________
Supervisor ____________________  Date ______________
Instructor/Coordinator __________  Date ______________

Additional Comments concerning achievement of objectives (attach additional pages if necessary)
____________________________________________________________________________________________________
____________________________________________________________________________________________________

We the undersigned agree to the above ratings of objective achievement: (Sign at the end of the semester)

Student ______________________  Date ______________
Supervisor ____________________  Date ______________
Instructor _____________________  Date ______________

Educational opportunities are offered by the Dallas County Community College
## Basic Workplace Skills / Attributes Evaluation Form

**Student**

**Employer**

**Semester**

**Course**

*(On-site Supervisor: Use this form throughout rating period to document your observation of student’s skills / attributes.)*

<table>
<thead>
<tr>
<th>Basic Workplace Skills / Attributes</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Critical Thinking Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates creative/innovative thinking</td>
<td></td>
</tr>
<tr>
<td>Identifies goals and constraints in specific situations</td>
<td></td>
</tr>
<tr>
<td>Recognizes problems and devises/implements solutions</td>
<td></td>
</tr>
<tr>
<td>Asks appropriate questions and uses effective learning techniques</td>
<td></td>
</tr>
<tr>
<td>Discovers and applies underlying rules or principles</td>
<td></td>
</tr>
<tr>
<td><strong>Written Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Locates, understands and interprets written information</td>
<td></td>
</tr>
<tr>
<td>Clearly communicates thoughts, ideas, and information in writing</td>
<td></td>
</tr>
<tr>
<td>Composes effective documents such as letters, reports and emails</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Organizes ideas for oral communication</td>
<td></td>
</tr>
<tr>
<td>Receives, interprets, and responds to verbal messages and cues</td>
<td></td>
</tr>
<tr>
<td>Uses natural movements and gestures while communicating</td>
<td></td>
</tr>
<tr>
<td>Speaks with a clear voice and enunciates words</td>
<td></td>
</tr>
<tr>
<td>Makes effective eye contact when speaking to others</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Prepares visual communication appropriate for subject and audience</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Performs basic computations (add, subtract, multiply, &amp; divide)</td>
<td></td>
</tr>
<tr>
<td>Utilizes appropriate mathematical techniques to solve complex problems</td>
<td></td>
</tr>
<tr>
<td>Demonstrates computer and technology skills appropriate to the job</td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>Contributes to group effort as productive team member</td>
<td></td>
</tr>
<tr>
<td>Works well with people from diverse backgrounds</td>
<td></td>
</tr>
<tr>
<td>Considers different points of view</td>
<td></td>
</tr>
<tr>
<td>Collaborates with others</td>
<td></td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>Chooses ethical courses of action</td>
<td></td>
</tr>
<tr>
<td>Shows respect for others’ rights and diverse ideas</td>
<td></td>
</tr>
<tr>
<td>Contributes to the local/national community</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>Exerts a high level of effort and perseveres towards goals</td>
<td></td>
</tr>
<tr>
<td>Believes in self and maintains positive view of self</td>
<td></td>
</tr>
<tr>
<td>Sets relevant, goal related activities, prioritizes, and allocates time</td>
<td></td>
</tr>
<tr>
<td>Maintains appropriate personal appearance and hygiene</td>
<td></td>
</tr>
<tr>
<td>Demonstrates accountability for actions</td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments concerning basic skills / attributes (attach additional pages if necessary):** *(Supervisors are encouraged to explain unsatisfactory ratings)*

____________________________________________________________________________________

____________________________________________________________________________________

We the undersigned agree to the above ratings of basic skills / attributes:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Date</th>
<th>Supervisor</th>
<th>Date</th>
</tr>
</thead>
</table>

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, disability or sexual orientation.
### Internship Evaluation Rubric

<table>
<thead>
<tr>
<th>Internship</th>
<th>Exemplary 5.0</th>
<th>Meets Proficiency 3.2</th>
<th>Below Proficiency 1.0</th>
<th>Score</th>
<th>Weighting</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Meets and/or exceeds all criteria for proficiency</td>
<td>Articulates the relevance of own academic study and choices that have led to a specific area of inquiry; explains in what way the internship experience was intended to extend and refine the student's undergraduate education and personal development</td>
<td>Fails to meet proficiency criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td>Describes the internship setting, role, and responsibilities; provides evidence of internship experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Learning</td>
<td></td>
<td>Shows evidence of applying diverse skills and knowledge across diverse real-world situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-knowledge and Growth</td>
<td></td>
<td>Describes personal, identity, values, and ethics and how the self has shifted as a result of the internship experience, indicates tolerance for ambiguity, and identifies the link between one's self development and the area being studied (subject, issue, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic Identity and Commitment</td>
<td></td>
<td>Describes what student has learned about self from internship experiences, and how those learning experiences have influenced the sense of civic identity and commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical Organization</td>
<td></td>
<td>Paper is formatted properly, includes all required sections, connections between sections, paragraphs, and sentences are consistently fluid and clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing quality awareness of self as a writer and needs of audience</td>
<td></td>
<td>Writer demonstrates a sense of writer's identity that promotes reader engagement through insight and self-awareness; writer demonstrates a sense of the reader's needs and expectations and attempts to engage readers on those terms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>Sources are credible (from self, course, readings, interviews) but identified accurately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td>Accurate punctuation and spelling are used throughout the paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is only a Sample Form. Faculty may use this or develop a Rubric for evaluation.
<table>
<thead>
<tr>
<th>Subject:</th>
<th>Describe the problem to be solved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>Training</td>
</tr>
<tr>
<td></td>
<td>Space Utilization</td>
</tr>
<tr>
<td></td>
<td>Work Simplification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>By: ____, I will ____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(date) (expected accomplishment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Methods / units used to determine accomplishment of objectives.</td>
</tr>
<tr>
<td></td>
<td>Comparison of before / after performances.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Problems:</th>
<th>Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Hours</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List 15 – 20 identifiable steps / completion of activities on the path to completion of the objective from planning through control and completion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is a plan to completion NOT a running diary or history of the project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 or 4 key activities to use as points of progress. Review with your supervisor and record them on page 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record your student hours only in the hours column. Hours by others will be noted in “Costs” on page 3. Totals are 30 – 40.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates are the Expected / Planned date of completion of each activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construction of Flow, Gantt, and Pert charges are beneficial in identifying activities and resources required to estimate costs and benefits as well as identifying significant activities.</td>
<td></td>
</tr>
</tbody>
</table>
**COSTS:**

- To complete the objective.
- Hours for each Job Title used and Equipment required.

**BENEFITS:**

- Improved performance of individual / team. Cost savings / improved profit margins.
- Intangibles such as cross training.

**COMMITMENT:**

In signing below, we agree to make the commitment of time and money needed to carry out this Action Plan as outlined. We further agree to meet at the times noted below to review progress and modify the schedule of activities described on Page 3 as may be needed to achieve our objective.

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date / Time of Progress Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
</tr>
<tr>
<td>Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Today’s Date:</td>
<td></td>
</tr>
</tbody>
</table>
External Learning Experiences (ELE)

STUDENT HANDBOOK

Dallas County Community College District

Brookhaven ● Cedar Valley ● Eastfield ● El Centro ● Mountain View
● North Lake ● Richland
# Table of Contents

Preface ............................................................................................................................................. 3

Introduction to External Learning Experiences (ELE) ................................................................. 4
  Description of ELE ......................................................................................................................... 5
  Types of ELE ................................................................................................................................. 5
  DCCCD Philosophy of ELE ......................................................................................................... 5
  Benefits of ELE to Students ...................................................................................................... 6
  Benefits of ELE to Employers ..................................................................................................... 6

Guidelines for External Learning Experiences (ELE) ................................................................. 7
  Clinical Experience .................................................................................................................. 8-9
  Internship ................................................................................................................................. 10-11
  Practicum .................................................................................................................................. 12-13
  Cooperative Education ........................................................................................................... 14-15

Appendix – SAMPLE Forms (Internship/Practicum/Cooperative Education) ....................... 16
  SAMPLE Training Station Agreement
  Guidelines for Completing the Evaluation Form – Learning Objectives (Form A)
  Learning Objectives Worksheet
  SAMPLE Evaluation Form – Learning Objectives (Form A)
  SAMPLE Evaluation Form – Basic Workplace Skills/Attributes (Form B)
PREFACE

This manual specifies Dallas County Community College District’s (DCCCD) guidelines and procedures for External Learning Experiences (ELE). ELE is the term used by the State of Texas for all on-site work experience based courses. This applies to all Texas Higher Education Coordinating Board (THECB) approved technical/occupational programs and is based upon the Guidelines for Instructional Programs in Workforce Education (GIPWE).

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or disability.
INTRODUCTION TO EXTERNAL LEARNING EXPERIENCES (ELE)
DESCRIPTION OF EXTERNAL LEARNING EXPERIENCES

External Learning Experience (ELE) is an educational strategy that combines parallel productive work experience with academic study. It is a collaborative effort whereby the college and select employers provide students with work experience that enhances the student’s academic progress and employability upon graduation. Also, students earn college credit or continuing education units (CEU) for the development and achievement of learning objectives accomplished through ELE.

An ELE is competency-based and enhances lecture and laboratory instruction with hands-on training that helps students learn and apply concepts and theories in a workplace setting. It may be paid (excluding clinical) or unpaid and is provided at work sites appropriate to the discipline. The maximum number of ELE contact hours must not exceed 1,008 hours for an Associate of Applied Science (AAS) program, unless authorized by the Texas Higher Education Coordinating Board (THECB).

TYPES OF EXTERNAL LEARNING EXPERIENCES

There are five types of ELE approved by the THECB. The DCCCD offers four of the five types (clinical experiences, internships, practicum and cooperative education). Refer to the Guidelines for External Learning Experiences section of this handbook for specific information regarding each type of ELE.

Clinical and Internship experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting. Internship experiences take place in any setting outside of health care, except when allowed by the THECB through the Workforce Education Course Manual (WECM).

Practicum and Cooperative Education provide workplace settings in which students gain practical experience in a discipline, enhance skills, and integrate knowledge.

DCCCD PHILOSOPHY OF EXTERNAL LEARNING EXPERIENCES

Through ELE, the college encourages students to be involved in hands-on experience directly related to the student’s area of study. ELE extends beyond the classroom into the community. Meeting the needs of the community and the individual student is a major goal of the DCCCD. Students, employers and instructors form a collaborative team for educational excellence.

DCCCD is strongly committed to providing a supervised, practical work experience, integrated into carefully planned and evaluated instructional programs.
BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE STUDENTS

- **Gives reality to learning.** Students find that their studies have greater meaning through coordinating work experience with classroom instruction.

- **Increases educational motivation.** The integration of work and study increases student motivation because it engenders a stronger desire to learn.

- **Develops greater human understanding.** Students develop greater understanding of other people and greater human relations skills by utilizing the work environment as a laboratory for learning.

- **Fosters career development.** Students discover that experience in the existing world of work provides an opportunity to broaden their outlook and shape their behavior patterns to meet the demands of the working world.

- **Provides orientation to the world of work.** Students have an excellent opportunity to test their interests and abilities in real job situations; and also, gain a good understanding and healthy attitude toward the world of work.

- **Promotes useful employment contacts.** Students make contacts which can be useful for permanent employment after graduation.

- **Provides availability of specialized facilities.** In the working community, students have access to specialized facilities and equipment that are unavailable on campus.

- **Facilitates career satisfaction.** While attending college, students have the advantage of experiencing fields of work before making a career commitment.

BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE EMPLOYERS

- **Provides better trained employees.** Develops new talent in employer’s organizations. Employers have an opportunity to identify and select students with the particular abilities, talents and skills needed in the workplace.

- **Facilitates recruitment and retention.** ELE provide employers with an excellent recruiting tool. Employers can use their supervisory personnel to screen ELE students best suited for their organization.

- **Encourages education/business partnerships.** The employer becomes influential in the educational process.
GUIDELINES FOR EXTERNAL LEARNING EXPERIENCES
CLINICAL EXPERIENCE

Description

A Clinical experience is a method of instruction that offers health care students a chance to synthesize new knowledge and apply previous knowledge. Students learn to manage the work flow through the development and achievement of learning objectives accomplished through a work experience. The level of instruction is basic, intermediate or advanced. A clinical experience should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills acquired. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting

A clinical experience can only be in the field of health care. This includes all Health Professions and Related Sciences instructional programs except for sign language. The work experience must take place at sites approved by the college.

Workplace Supervision

The student is under the direct or close supervision of a qualified college faculty member or a clinical preceptor. A clinical preceptor is defined as a work site supervisor who oversees the daily, hands-on experiences of a health professions student in the work place. Direct supervision is defined as daily oversight, guidance, and review of the hands-on experiences and the daily organization of the student’s activities. Close supervision is defined as remaining within a short distance in time or space, constant oversight, guidance, and review of the hands-on experiences and daily organization of the student’s activities.

Student Compensation

A clinical experience is unpaid. The student will receive college credit or continuing education units (CEU) for the clinical experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

Length of ELE

A clinical experience can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.
**Seminar or Lecture Component**

A lecture or seminar component is not required for a clinical experience.

**Student Responsibilities**

- Ensure all of the requirements of the ELE program are performed as outlined in this handbook.
- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the supervisor and instructor/coordinator. Complete and sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the supervisor and instructor/coordinator.

**Supervisor Responsibilities**

- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the student and instructor/coordinator.
- Evaluate the learning objectives and document on the Evaluation Form – Learning Objectives whether the student completed them in a satisfactory or unsatisfactory manner.
- Complete an Evaluation Form – Basic Workplace Skills/Attributes to document student demonstration of the basic workplace skills.

**Instructor / Coordinator Responsibilities**

- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the student and supervisor.
- Make a final determination of the student’s grade as described in the course syllabus.
INTERNSHIP

Description

An internship is a method of instruction that offers students the chance to synthesize new knowledge and apply previous knowledge. Students learn to manage the work flow through the development and achievement of learning objectives accomplished through a work experience. An internship typically involves some level of on-site supervised instruction and is suited for fields in professional services (e.g. childcare, social work, etc.). The work experience must be related to the student’s field of study. The level of instruction is basic, intermediate or advanced. An internship should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills acquired. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting

An internship can be in any career field other than health care, except when allowed by the Texas Higher Education Coordinating Board (THECB) through the Workforce Education Course Manual (WECM). The work experience must take place at sites approved by the college.

Workplace Supervision

The student is under the direct supervision of an external site supervisor. Direct supervision is defined as daily oversight, guidance, and review of the hands-on experiences and the daily organization of the student’s activities.

Student Compensation

An internship can be a paid or unpaid experience. The student will receive college credit or continuing education units (CEU) for the internship experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

Length of ELE

An internship can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.
**Seminar or Lecture Component**

A lecture or seminar component is not required for an internship.

**Student Responsibilities**

- Ensure all of the requirements of the ELE program are performed as outlined in this handbook.
- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the supervisor and instructor/coordinator. Complete and sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the supervisor and instructor/coordinator.

**Supervisor Responsibilities**

- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the student and instructor/coordinator.
- Evaluate the learning objectives and document on the Evaluation Form – Learning Objectives whether the student completed them in a satisfactory or unsatisfactory manner.
- Complete an Evaluation Form – Basic Workplace Skills/Attributes to document student demonstration of the basic workplace skills.

**Instructor / Coordinator Responsibilities**

- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the student and supervisor.
- Make a final determination of the student’s grade as described in the course syllabus.
PRACTICUM

Description

A practicum is a method of instruction that offers students the opportunity to gain practical experience, enhance skills, and integrate knowledge through the development and achievement of learning objectives accomplished through a work experience. The work experience must be related to the student’s field of study. The level of instruction is basic for career exploration, intermediate for any program, and advanced for health care. A practicum should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills acquired. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting

A practicum experience can be in any career field. The work experience must take place at sites approved by the college.

Workplace Supervision

The student is under the direct supervision of a qualified college faculty member or a clinical preceptor for health programs. The student is under the indirect supervision of an external site supervisor for non-health related programs. A clinical preceptor is defined as a work site supervisor who oversees the daily, hands-on experiences of a health profession student in the workplace. Direct supervision is defined as daily oversight, guidance, and review of the hands-on experiences and the daily organization of the student’s activities. Indirect supervision is defined as general oversight and guidance of the hands-on experiences, periodic review of the student’s progress, and overall organization of the student’s activities.

Student Compensation

A practicum can be a paid or unpaid experience. The student will receive college credit or continuing education units (CEU) for the practicum experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

Length of ELE

A practicum can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.
Seminar or Lecture Component

A lecture or seminar component is not required for a practicum.

**Student Responsibilities**

- Ensure all of the requirements of the ELE program are performed as outlined in this handbook.
- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the supervisor and instructor/coordinator. Complete and sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the supervisor and instructor/coordinator.

**Supervisor Responsibilities**

- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the student and instructor/coordinator.
- Evaluate the learning objectives and document on the Evaluation Form – Learning Objectives whether the student completed them in a satisfactory or unsatisfactory manner.
- Complete an Evaluation Form – Basic Workplace Skills/Attributes to document student demonstration of the basic workplace skills.

**Instructor / Coordinator Responsibilities**

- Read and sign the Training Station Agreement form.
- Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
- Participate in a minimum of two on-site visits with the student and supervisor.
- Make a final determination of the student’s grade as described in the course syllabus.
COOPERATIVE EDUCATION

Description

Cooperative Education (co-op) is a method of instruction that offers students the opportunity to gain practical experience, enhance skills, and integrate knowledge through the development and achievement of learning objectives accomplished through a work experience. The work experience must be related to the student’s field of study. The level of instruction is intermediate or advanced. A co-op should be properly sequenced within a program to ensure that students have developed a minimum level of technical competency prior to entering the work site. The intent of ELE is to provide an opportunity to apply knowledge and skills. It is recommended that students not be allowed to enroll for ELE courses until after they have completed six (6) SCH or ninety-six (96) contact hours of coursework in their technical program major; or the student is participating in a program where the ELE is correctly sequenced so that the work experience serves as an application of the classroom learning.

Workplace Setting

A co-op experience can be in any career field other than health care, except when allowed by the Texas Higher Education Coordinating Board (THECB) through the Workforce Education Course Manual (WECM). The work experience must take place at sites approved by the college.

Workplace Supervision

The employer is responsible for the indirect supervision of the student at the work site. Indirect supervision is defined as general oversight and guidance of the hands-on experiences, periodic review of the student’s progress, and overall organization of the student’s activities.

Student Compensation

A co-op may be a paid or unpaid experience. The student will receive college credit or continuing education units (CEU) for the co-op experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

Length of ELE

A co-op can be offered in a 16-week format or less. The minimum length of the course is determined by the student meeting the required contact hours, without having to work more than a 40-hour work week. It is recommended that a student not exceed a total of 40 hours per week for both course and work time.
Seminar or Lecture Component

A lecture or seminar component is required for each co-op course. The seminar content should reflect the student’s needs and should enhance the overall experience.

Student Responsibilities

• Ensure all of the requirements of the ELE program are performed as outlined in this handbook.
• Read and sign the Training Station Agreement form.
• Establish learning objectives in conjunction with the supervisor and instructor/coordinator. Complete and sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
• Participate in a minimum of two on-site visits with the supervisor and instructor/coordinator.
• Participate in the required seminar activities.

Supervisor Responsibilities

• Read and sign the Training Station Agreement form.
• Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
• Participate in a minimum of two on-site visits with the supervisor and student.
• Evaluate the learning objectives and document on the Evaluation Form – Learning Objectives whether the student completed them in a satisfactory or unsatisfactory manner.
• Complete an Evaluation Form – Basic Workplace Skills/Attributes to document student demonstration of the basic workplace skills.

Instructor / Coordinator Responsibilities

• Read and sign the Training Station Agreement form.
• Establish learning objectives in conjunction with the student and instructor/coordinator. Sign the Evaluation Form – Learning Objectives to document the agreed upon learning objectives.
• Participate in a minimum of two on-site visits with the student and supervisor.
• Provide 16 hours of seminar activities. Seminars may be conducted as a group or on an individualized basis. Seminar attendance should be documented.
• Make a final determination of the student’s grade as described in the course syllabus.
APPENDIX

SAMPLE FORMS
FOR INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION

(Instructor/Coordinators and students are encouraged to obtain the electronic files of these SAMPLE Forms or equivalent forms provided by the instructor)
Program Information:

College ________________________________ Course ________________________________
Rating Period ___________________________ Year _______ Today’s Date _____________
Major ________________________________ Degree Plan Filed: Yes _____ No _____

Student Information:

Name ________________________________ Home Phone ____________________________
Email ________________________________ Work Phone _____________________________
Student ID/SS# ________________________ Job Title ________________________________

Work Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Add’l Hours</th>
</tr>
</thead>
</table>

Sponsoring Firm ________________________________
Evaluating Supervisor ______________________ Email ______________________________
Title ________________________________ Phone ________________________________
Address ________________________________ City/Zip ____________________________

Training Agreement:

Three participants – student, supervisor and instructor/coordinator – in this
Internship/Practicum/Cooperative Education venture will cooperate to determine the learning objectives
toward which the student will work. Each semester a student enrolls in Internship/Practicum/Cooperative
Education, it is necessary that new learning objectives be identified. Achievement of the objectives will be
part of the basis for the credit and grade which will be earned for work experience. The
instructor/coordinator will visit with the student and the evaluating supervisor on the job site each semester.
The supervisor assists with the evaluation of the student performance. The instructor/coordinator
determines the student’s final grade. The student agrees to abide by the guidelines of the
Internship/Practicum/Cooperative Education program.

Evaluating Supervisor ______________________ Date

Student ______________________ Date  Instructor/Coordinator ______________________ Date

Educational opportunities are offered by the Dallas County Community College District without regard to race, color,
age, national origin, religion sex, or disability.
GUIDELINES FOR COMPLETING THE EVALUATION FORM
– LEARNING OBJECTIVES (PART A)

One of the requirements for an ELE is the development of learning objectives. The learning objectives are developed by the student in conjunction with the instructor/coordinator and the supervisor. These objectives must include new or expanded responsibilities or learning opportunities beyond the regular job assignment.

The establishment of learning objectives permits the student, instructor/coordinator and the supervisor to know precisely what performance of behavior is expected and to what degree it must be demonstrated by the student. Learning objectives should provide a clear direction in the type and level of work the student will perform on the job. With pre-set objectives, the student can accurately determine when the intended level of job performance has been reached.

The student working with the instructor/coordinator and the supervisor should select major knowledge, skills and attitudes needed by the student to succeed in the specific job area. Meaningful objectives should focus on important aspects of the job and enable each student to achieve his optimum potential. Objectives should be attainable within the pre-determined time period yet also challenging enough to encourage the student to stretch beyond his/her present level of performance.

**Beginning and Ending Dates**

Set beginning and ending dates for each objective, which closely align with established job requirements.

**Expected Behavior**

The behavior of the objective indicates what the student should actually do. When the exact behavior is identified, the student and others involved in the learning process know precisely what to expect from the student’s performance. The behavior identified in the objective should relate directly to the specific occupation the student is learning. Examples of behaviors included in a learning objective are:

- Compile recommendations for ways of reducing equipment failures.
- Investigate equipment failure to search for contributory causes of failures.
- Prepare a budget for review by management.
- Create a safety checklist.
- Coordinate travel and business meeting arrangements.
- Estimate project cost and time requirements for a job.
- Propagate nursery stock.

State the expected behavior with precise, present tense action verbs, which accurately communicate measurable and observable behavior. Avoid general verbs such as:

- . . . To know
- . . . To believe
- . . . To understand
- . . . To become familiar with
Instead, use action verbs such as:

…To write
…To compare
…To judge
…To select
…To install
…To apply
…To assemble

Precise action verbs communicate what the student will do. For example, “understand the binary system” is vague and not measurable. However, “translates decimal numbers into binary equivalent” identifies what is expected and is measurable.

**Standard**

The measurement standard states the level of acceptable performance for the expected behavior. Meaningful standards should be realistic for the expected behavior. Types of demonstrated performance standards include the following:

- Within a time limit (specify)
- Without supervisor’s assistance
- Within specification limits
- Seventy words per minute
- In accordance to an operational procedure

**Examples**

1) Between January 15 and February 15, XXXX (beginning and ending dates)

   Recommend ways of reducing identified equipment failures (expected behavior)

   as evidenced by a written report prepared for management, which identifies contributory causes and possible corrective actions (standard)

2) Between August 1 and November 15, XXXX (beginning and ending dates)

   Prepare office correspondence using a specified word processing mail merge function (expected behavior)

   as evidenced by completing the correspondence within the time limit using the specified format (standard)
Assess each objective against the following criteria:

1. Precise
2. Measurable
3. Observable
4. Contains date, identified behavior, and standard
5. Clearly written
6. Contributes to success on the job
7. Assists in measuring student progress in learning a job
8. Realistic for the student to perform
9. Attainable within time limits
LEARNING OBJECTIVES WORKSHEET

Learning objectives are to be developed by the student in conjunction with the instructor / coordinator and supervisor. Use this worksheet to assist in the development of the objectives.

<table>
<thead>
<tr>
<th>PART I</th>
<th>Beginning/Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART II</td>
<td>Learning Objective (Expected Behavior)</td>
</tr>
<tr>
<td>PART III</td>
<td>Measurement Standard</td>
</tr>
</tbody>
</table>

[Objective 1]

Date Started: ____________ Date Completed: ______________
Learning Objective: __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Measurement Standard: _________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

[Objective 2]

Date Started: ____________ Date Completed: ______________
Learning Objective: __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Measurement Standard: _________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
[Objective 3]
Date Started: _____________ Date Completed: ______________
Learning Objective: ____________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Measurement Standard: _________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

[Objective 4]
Date Started: _____________ Date Completed: ______________
Learning Objective: ____________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Measurement Standard: _________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Dallas County Community College District
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
Evaluation Form - Learning Objectives (Part A)

Student  ___________________________________________________________________________________
Campus  ____________________________________ Rating Period  ________________________________
Employer  ____________________________ Course  ____________________________

RATING (Satisfactory / Unsatisfactory)

Objective 1
Date Started: _____________ Date Completed: _______________  Sat. ___  Unsat. ___
Learning Objective: ________________________________________________________________

______________________________________________________________________________________
Measurement Standard: __________________________________________________________________
______________________________________________________________________________________

Objective 2
Date Started: _____________ Date Completed: _______________  Sat. ___  Unsat. ___
Learning Objective: ________________________________________________________________

______________________________________________________________________________________
Measurement Standard: __________________________________________________________________
______________________________________________________________________________________

Objective 3
Date Started: _____________ Date Completed: _______________  Sat. ___  Unsat. ___
Learning Objective: ________________________________________________________________

______________________________________________________________________________________
Measurement Standard: __________________________________________________________________
______________________________________________________________________________________

We the undersigned agree to the validity of the above objectives:  (Sign at beginning of ELE)

_________________________ _________________________ _______________________
Student  Date  Supervisor  Date  Instructor/Coordinator  Date

Additional Comments concerning achievement of objectives (attach additional pages if necessary)

______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

We the undersigned agree to the above ratings of objective achievement:  (Sign at end of ELE)

_________________________ _________________________ _______________________
Student  Date  Supervisor  Date  Instructor  Date

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or disability.
(On-site Supervisor: Please use this form throughout rating period to document your observation of student’s skills / attributes. Please check the appropriate box for each item.)

<table>
<thead>
<tr>
<th>Basic Workplace Skills / Attributes</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Basic Skills</td>
<td></td>
</tr>
<tr>
<td>1. Locates, understands and interprets written information</td>
<td></td>
</tr>
<tr>
<td>2. Communicates thoughts, ideas, information in writing</td>
<td></td>
</tr>
<tr>
<td>3. Organizes ideas and communicates orally</td>
<td></td>
</tr>
<tr>
<td>4. Receives, interprets, and responds to verbal messages and cues</td>
<td></td>
</tr>
<tr>
<td>5. Performs basic computations (add, subtract, multiply, &amp; divide)</td>
<td></td>
</tr>
<tr>
<td>6. Utilizes appropriate mathematical techniques to solve complex problems</td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates appropriate computer skills</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates creative thinking</td>
<td></td>
</tr>
<tr>
<td>9. Identifies goals and constraints, chooses best alternative</td>
<td></td>
</tr>
<tr>
<td>10. Recognizes problem and devises/implements a solution</td>
<td></td>
</tr>
<tr>
<td>11. Uses effective learning techniques</td>
<td></td>
</tr>
<tr>
<td>12. Discovers and applies underlying rules or principles</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td></td>
</tr>
<tr>
<td>13. Contributes to group effort as productive team member</td>
<td></td>
</tr>
<tr>
<td>14. Works well with people from diverse backgrounds</td>
<td></td>
</tr>
<tr>
<td>15. Exhibits responsible behavior</td>
<td></td>
</tr>
<tr>
<td>Personal Attributes</td>
<td></td>
</tr>
<tr>
<td>16. Exerts a high level of effort and perseveres towards goals</td>
<td></td>
</tr>
<tr>
<td>17. Believes in self and maintains positive view of self</td>
<td></td>
</tr>
<tr>
<td>18. Chooses ethical courses of action</td>
<td></td>
</tr>
<tr>
<td>19. Sets relevant, goal related activities, prioritizes, and allocates time</td>
<td></td>
</tr>
<tr>
<td>20. Maintains appropriate personal appearance and hygiene</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments concerning basic skills / attributes (attach additional pages if necessary): (Supervisors are encouraged to explain unsatisfactory ratings)

______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

We the undersigned agree to the above ratings of basic skills / attributes:

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Supervisor</th>
<th>Date</th>
</tr>
</thead>
</table>

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or disability.