

# **APPENDIX XIX**

## 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.\*

SCH	1:3 RATIO X=hrs. worked per week x 16 weeks	1:4 RATIO X=hrs. worked per week x 16 weeks	1:5 RATIO X=hrs. worked per week x 16 weeks	1:6 RATIO X=hrs. worked per week x 16 weeks
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4	12 Ext./192 CH	16 Ext./256 CH	20 Ext./320 CH	24 Ext./384 CH
5	15 Ext./240 CH	20 Ext./320 CH	25 Ext./400 CH	30 Ext./480 CH
6	18 Ext./288 CH	24 Ext./384 CH	30 Ext./480 CH	36 Ext./576 CH

## 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.\*

SCH	1:3 RATIO X=hrs. worked per week x 16 weeks	1:4 RATIO X=hrs. worked per week x 16 weeks	1:5 RATIO X=hrs. worked per week x 16 weeks	1:6 RATIO X=hrs. worked per week x 16 weeks
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## 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.\*

SCH	1:7 RATIO X=hrs. worked per week x 16 weeks	1:8 RATIO X=hrs. worked per week x 16 weeks	1:9 RATIO X=hrs. worked per week x 16 weeks	1:10 RATIO X=hrs. worked per week x 16 weeks
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4	28 Ext./448 CH	32 Ext./512 CH	36 Ext./576 CH	40 Ext./640 CH
5	35 Ext./560 CH	40 Ext./640 CH		

## 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.\*

SCH	1:7 RATIO X=hrs. worked per week x 16 weeks	1:8 RATIO X=hrs. worked per week x 16 weeks	1:9 RATIO X=hrs. worked per week x 16 weeks	1:10 RATIO X=hrs. worked per week x 16 weeks
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4	1 Lec./21 Ext./352 CH	1 Lec./24 Ext./400 CH	1 Lec./27 Ext./448 CH	1 Lec./30 Ext./496 CH
5	1 Lec./28 Ext./464 CH	1 Lec./32 Ext./528 CH	1 Lec./36 Ext./592 CH	1 Lec./40 Ext./656 CH
6	1 Lec./35 Ext./576 CH	1 Lec./40 Ext./656 CH		

\*Source: 2010 GIPWE (Guidelines for Instructional Programs in Workforce Education) Chapter 4, Pages 71-74.

DISCLAIMER: Use only as a guide for calculating externships.

Workforce Education – Rev 08-20-2014



# 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

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## **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.

# **GUIDELINES FOR EXTERNAL LEARNING EXPERIENCES (ELE)**

## **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.\*

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\*Source: 2010 GIPWE (Guidelines for Instructional Programs in Workforce Education) Chapter 4, Pages 71-74.

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# 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.

## **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**

**(Forms 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:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
_____	_____	_____	_____	_____	_____	_____

Weekly Class Schedule (if online please indicate):

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
_____	_____	_____	_____	_____	_____	_____

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:**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
_____	_____	_____	_____	_____	_____	_____

**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

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**Dallas County Community College District  
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION  
Learning Objectives Evaluation Form**

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

**Course** \_\_\_\_\_

**College** \_\_\_\_\_

**Semester & Year** \_\_\_\_\_

**Employer** \_\_\_\_\_

**Course** \_\_\_\_\_

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

**Achievement**

**Objective 1**

Date Started: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Yes  No

Learning Objective: \_\_\_\_\_

Measurement Standard: \_\_\_\_\_

---

**Objective 2**

Date Started: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Yes  No

Learning Objective: \_\_\_\_\_

Measurement Standard: \_\_\_\_\_

---

**Objective 3**

Date Started: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Yes  No

Learning Objective: \_\_\_\_\_

Measurement Standard: \_\_\_\_\_

---

**Objective 4**

Date Started: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Yes  No

Learning Objective: \_\_\_\_\_

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

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**Dallas County Community College District  
 INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION  
 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.)*

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

**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:**

\_\_\_\_\_  
 Instructor                      Date

\_\_\_\_\_  
 Supervisor                      Date

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## Internship Evaluation Rubric

Internship	Exemplary 5-4	Meets Proficiency 3-2	Below Proficiency 1-0	Score	Weighting	Total Score
Introduction	Meets and/or exceeds all criteria for proficiency	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 expected to extend and refine the student's undergraduate education and personal development	Fails to meet proficiency criteria			
Setting		Describes the internship setting, role, and responsibilities; provides evidence of internship experience				
Integrative Learning		Shows evidence of applying diverse skills and knowledge areas across diverse real-world situations				
Self-Knowledge and Growth		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.)				
Civic Identity and Commitment		Describes what student has learned about self from internship experiences, and how these learning experiences have influenced the sense of civic identity and commitment				
<b>Writing Quality</b>						
Logical Organization		Paper is formatted properly; includes all required sections; connections between sections, paragraphs, and sentences are consistently fluid and clear				
Writing quality: awareness of self as a writer and needs of audience		Writer demonstrates a sense of "writer's identity" that promotes reader engagement through insight and self-awareness; writer demonstrates a sense of the readers' needs and expectations and attempts to engage readers on those terms				
References		Sources are disparate (from self, courses, readings, interviews) but identified accurately				
Mechanics		Accurate punctuation and spelling are used throughout the paper				



Capstone Criteria and Assessment Resource  
 Created by Kay M. Sagmiller  
 Contributors: David Carter, Anne Chambers, Anne Connors, Andy Dungen,  
 David Oline, Dee Perez, Dan Rubenson



This is only a Sample Form. Faculty may use this or develop a Rubric for evaluation

**ACTION PLAN**

**OBJECTIVE #** \_\_\_\_\_

Name \_\_\_\_\_

Course \_\_\_\_\_

**Subject:**

Describe the problem to be solved

Performance

Training

Space Utilization

Work Simplification

**Objectives:**

**By:** \_\_\_\_\_, **I will** \_\_\_\_\_

(date) (expected accomplishment)

**Measurement:**

- Methods / units used to determine accomplishment of objectives.
- Comparison of before / after performances.

**Possible Problems:**

**Solutions:**

**Activities:**

- List 15 – 20 identifiable steps / completion of activities on the path to completion of the objective from planning through control and completion.
- This is a plan to completion NOT a running diary or history of the project.
- Select 3 or 4 key activities to use as points of progress. Review with your supervisor and record them on page 3.
- Record your student hours only in the hours column. Hours by others will be noted in “Costs” on page 3. Totals are 30 – 40.
- Dates are the Expected / Planned date of completion of each activity.
- 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.

**Hours**

**Date**

**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.

**Signatures**

**Date / Time of Progress Reviews**

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

\_\_\_\_\_

**Supervisor:** \_\_\_\_\_

\_\_\_\_\_

**Today's Date:** \_\_\_\_\_



# **DEGREE AUDIT**

## **DISTRICT OFFICE DEGREE AUDIT**

The District Office Degree Audit team consists of four full-time staff members – one director, two programmers, and one analyst – all of whom have experience working in degree audit at the college level. Our team is responsible for programming degrees and certificates in Colleague. We receive curriculum patterns from Curriculum Management and Workforce Education, and put those plans into Colleague syntax, resulting in the automated degree plans used by the colleges. These plans are also uploaded to eConnect's My Program of Study module, and used by students to view their degree plans.

Degree Audit is also responsible for programming hard-coded prerequisites into Colleague, and for equating courses. We maintain the District's Third Attempt webpage, which indicates which credit and Continuing Education courses are repeatable, making them exempt from the Third Attempt rule. This page also indicates which courses are cross-listed.

District Office Degree Audit works closely with the degree audit staff at all seven colleges. We are frequently contacted by the colleges to trouble-shoot problems related to a degree plan or to a student's record. We lead the District's Degree Audit User Group, which meets a couple of times each year to discuss issues related to degree audit, decide upon best practices, and provide super user training on Colleague's Degree Audit module. In addition, we are responsible for reviewing colleges' graduate records to ensure that THECB, SACSCOC, and District guidelines are being adhered to.

## EQUATED COURSES

Courses are equated with each other when the content and outcomes are the same. Also, courses are equated when a new course is adopted to replace a previous version of the same course. An example of this is: ENGL 1301 is equated to ENG 101. Developmental courses are not equated to college level courses. Special Topics courses are not equated to other courses, because special topics courses may change in course content each semester. Equated courses count against each other for higher tuition charges on the third attempt of a course.

Equated courses must not be confused with *substitutions*. For example, a degree requirement may be POFI 2450 (Databases). In many degree plans, an acceptable substitution for this requirement is ITSW 1407 (Introduction to Database). ITSW 1407 would be a *substitution* to the POFI 2450 requirement; it is NOT equated to POFI 2450 because it does not have the same content and objectives.

For questions about equated courses, please contact Pam Degrate in the District Office of Degree Audit, (214) 378-1769.

## THIRD ATTEMPT TO ENROLL IN A COURSE

Effective Fall Semester 2005, the colleges of the DCCCD began charging an additional tuition rate to students registering the third or subsequent attempt for most courses. The additional tuition is a direct result of legislation that said the state would no longer fund courses taken three or more times. The only exceptions to this law are courses that are developmental, co-op, clinical, internship, practicum, and special topics courses.

Using these guidelines, there have been numerous changes to courses over the past several months. If you believe a course in your discipline should be repeatable for credit, you must submit a justification through your curriculum committee. Upon support of the entire curriculum committee, the justification should then be sent to Joyce Williams (DO–Workforce Education) for final approval.

**The two approved repeatable statements are as follows:**

- This course may be repeated if topics and learning outcomes vary.
- This course may be repeated for credit.

For more information and to look up courses that are repeatable for credit, and courses that are subject to higher tuition, visit <http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx>.

Frequently Asked Questions (FAQs) regarding Third Attempt:

<http://district.custhelp.com/app/answers/list/kw/%22third%20course%20attempt%22/c/145%2C146/search/1>