



# **ADMINISTRATIVE** **PROCEDURE**

**4103**

**DESERT COMMUNITY COLLEGE DISTRICT**

## **WORK EXPERIENCE EDUCATION**

### **I. Overview, Purpose, and Definition of Work Experience Education**

The Work Experience Education program is designed to provide students with practical on-the-job learning experiences. In accordance with Title 5, Article 4, Section 55250-54, this policy establishes the framework for implementing and managing the program effectively. In alignment with the Board of Governors, it is the District's intention that the work experience education regulations will advance diversity, equity, inclusion, and accessibility within the system by integrating high-quality work experience opportunities as a part of the learning process for an expanded range of instructional programs.

This Administrative Procedure applies to Work Based Learning such as internships, Work Experience Education, apprenticeships, fellowships, Work Study, and volunteer opportunities where the student may be able to earn academic credit for their placement. Other Work Based Learning such as clinical experience, practicums, and preceptorships, where ongoing instructor supervision is required, may be excluded from this Administrative Procedure.

The purpose of work experience education is to provide students with an integrated instructional program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education is substantive in nature, linked in a way relevant to the student's educational pathway, and contributes to demonstrable learning outcomes that have value towards a degree or certificate.

Work experience education involves student employment and/or internships selected, approved, and supervised by the District to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. It should be integrated as part of a student's educational pathway, allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility. Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

### **II. Responsibilities**

1. **Faculty Responsibilities:**
  - Develop and assess student learning objectives.
  - Regularly consult with employers and students.
  - Grade student assignments.
  - Collect Title 5 records and submit to the Work Experience Education Office before compensation is authorized.
2. **Student Responsibilities:**
  - Adhere to eligibility requirements and guidelines.
  - Complete assigned work hours based on units enrolled, learning objectives, and other course assignments per the syllabus.
  - Engage in regular discussions with college and employer representatives.
3. **Employer Responsibilities:**
  - Provide suitable job learning stations, training, and supervision.
  - Participate in consultations and site visits.
  - Evaluate student performance at the end of the term.

### **III. District Implementation and Management**

1. **Provide Guidance Services for Students:**
  - The District will offer comprehensive guidance services to students enrolled in work experience education. This includes orientation sessions, individual counseling, and continuous support to help students align their work experiences with their academic and career goals.
2. **Assign Sufficient Instructional and Other Personnel:**
  - Adequate staffing will be ensured, with qualified instructional personnel and support staff appointed to direct the work experience program. These individuals will be responsible for coordinating with employers, overseeing student placements, and providing necessary district services.
3. **Assess Student Progress Through Written, Measurable Objectives:**
  - Student progress will be assessed against clearly defined, written learning objectives and outcomes. These will be measurable and tailored to each student's work experience, ensuring that the program contributes meaningfully to their overall educational and career development.
4. **Ensure Opportunities for Educational Growth Discussions:**
  - The program will facilitate regular, planned discussions between students, college representatives, and employers. These meetings will occur at regular intervals each term, allowing students to reflect on and articulate their educational growth and experiences in the workplace.
5. **Assign Grades and Award Units of Credit:**
  - Students' achievements in work experience education courses will be evaluated using grades or other evaluative symbols.
  - Units of credit will be awarded where applicable, in line with the academic standards and criteria set by the District.
  - One unit of credit shall require a minimum of 54 semester hours, which may include inside and outside-of-class hours. Increments of 0.50 units may be used for a maximum of 5 units per semester may be earned. The total student learning hours required to reach a unit value are treated as a threshold. When increments are utilized, the college cannot award credits unless the total student learning hours have reached the minimum threshold for that number of units. College of

the Desert uses the following minimum and maximum hour thresholds for award of credit:

<b>Units</b>	<b>Min-Max Hour Threshold</b>
1	54
1.5	81
2	108
2.5	135
3	162
3.5	189
4	216
4.5	243
5	270

**6. Course Repetition:**

- Students may repeat a work experience course subject to Ed. Code section 55040.

**7. Analyze Disaggregated Data for Program Improvement:**

- The District will conduct an analysis of disaggregated data on work experience enrollment, persistence, and course success. This analysis will focus on various student demographics, including race/ethnicity, income status, gender, and accessibility status, to inform program improvements and ensure alignment with certificate, degree, and transfer goals.

**8. Ensure Adequate Clerical and Instructional Services:**

- To facilitate the smooth operation of the work experience program, the District will ensure that adequate clerical and instructional services are available. This includes administrative support for program coordination, record-keeping, and communication with stakeholders.

**9. Ensure Equitable Access to Opportunities:**

- The District is committed to providing equitable access to work experience opportunities for all students, with a particular focus on underrepresented and socioeconomically disadvantaged groups. Efforts will be made to identify and remove barriers to participation, ensuring inclusivity and diversity within the program.

**10. Employer Agreements**

- The District shall enter a work experience employer agreement with each participating employer.

**IV. Retention and Management of Student Records**

**1. Learning Agreements:**

- Each student will have a formal learning agreement, which outlines the specific hours that the student is committed to work. This agreement will be established at the onset of the work experience placement and will be signed by the student, the employer, and a faculty advisor.

**2. Statements Verifying Hours Worked:**

- Accurate records will be kept to verify the hours worked by each student. Monthly timesheets will be provided by the student to the employer and will be used to confirm that the student is meeting the requirements of the learning agreement.

**3. Records of Consultation with the Employer:**

- Detailed records of all consultations between the employer and the faculty advisor will be maintained. These records will document discussions about the student's performance, progress, and any adjustments to the work experience placement or learning objectives.

**4. Records of Faculty Consultation:**

- Documentation of consultations between the faculty advisor and the student will be retained. These records will include notes on the student's progress, any challenges encountered, and guidance provided by the faculty.

**5. Evaluation of Student Achievement:**

- The instructor will conduct evaluations of the student's achievement of the learning objectives outlined in the learning agreement. These evaluations will be based on the student's performance, both as reported by the employer and observed by the faculty advisor.

**6. Work Permits for Minor Students:**

- For students who are minors, the District will retain a copy of the work permit issued. This permit is essential for ensuring compliance with legal requirements regarding the employment of minors.

**7. Records of the Final Grade:**

- A record of the final grade assigned to each student upon completion of their work experience will be kept. This grade reflects the student's overall performance and achievement of the learning objectives.
- Records of all Title 5 required records will be completed by the faculty advisor, submitted, and maintained by the Work Experience Education Office for a minimum of five (5) years.

The District is committed to ensuring that these records are kept confidential, secure, and are accessible only to authorized personnel. These records will serve as an essential resource for continuous program evaluation, student advisement, and compliance with educational standards

**References:**

Title 5 Sections 55250 et seq.

Administrator: VP Instruction

Executive Cabinet Review/Approval: January 23, 2024

Educational Policies and Practices Committee, 1<sup>st</sup> Reading: February 1, 2024

Educational Policies and Practices Committee, 2<sup>nd</sup> Reading: March 7, 2024

Educational Policies and Practices Committee, 3<sup>rd</sup> Reading: April 4, 2024

All Faculty Senate, 1<sup>st</sup> Reading: April 11, 2024

All Faculty Senate, 2<sup>nd</sup> Reading: April 25, 2024

College Planning Council, 1<sup>st</sup> Reading: May 10, 2024

College Planning Council, 2<sup>nd</sup> Reading: May 24, 2024

Board Meeting/Information Item: June 20, 2024

Next Review: June 2029