Work Experience Education

Student Handbook & Course Syllabus

www.dvc.edu/WRKX
WRKX@dvc.edu

Work & Learn & Earn
Work Experience Education
Course Syllabus

Course Definitions

Work Experience courses are listed under “Work Experience” in the catalog and class schedule. In order to enroll in WRKX, students must be employed.

WRKX 160 (General Work Experience Education) (2-3 units)

WRKX 160 or General Work Experience Education is supervised employment for students whose jobs do not relate to their college major or area of career interest. Under the supervision of a college instructor, students will acquire employability skills, desirable work habits, and career awareness through on-the-job and other learning experiences.

WRKX 170 (Occupational Work Experience Education (2-4 units)

WRKX 170 or Occupational Work Experience Education (or 295 discipline specific) is supervised employment that extends classroom learning to the job site and relates to the student’s chosen field of study or area of career interest. Under the supervision of a college instructor, students will engage in on-the-job and other learning experiences that contribute to their employability skills and occupational or educational goals.

WRKX 180 (Internship in Occupational Work Experience Education) (2-4 units)

WRKX 180 or Internship in Occupational Work Experience Education (or 296 discipline specific) is a supervised internship in a skilled or professional level assignment in the student’s major field of study or area of career interest. Under the supervision of a college instructor, students will engage in on-the-job and other learning experiences that contribute to their employability skills and occupational or educational goals. Internships may be paid, non-paid, or some partial compensation provided.

Student Learning Outcomes (SLOs): Students completing Work Experience will be able to:
• Improve capabilities on the job
• Conduct research
• Improve employability skills
• Develop professional behaviors

How to Enroll in Work Experience?

• Complete online Employment Form at www.dvc.edu/WRKX
• Enroll in appropriate WRKX course, based on academic/career goal and average number of hours worked per week
• Attend a mandatory student orientation

All Cooperative Work Experience forms are available online at www.dvc.edu/WRKX
## Work Hours Required to Earn Work Experience Units

### Summer - 8 Week Program

<table>
<thead>
<tr>
<th>Units</th>
<th>PAID (Avg. hours per week)</th>
<th>UNPAID (Total Semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WRKX 160</td>
<td>WRKX 170 &amp; 180</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>n/a</td>
<td>37.5</td>
</tr>
</tbody>
</table>

### Fall/Spring - 16 week

<table>
<thead>
<tr>
<th>Units</th>
<th>PAID (Avg. hours per week)</th>
<th>UNPAID (Total semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WRKX 160</td>
<td>WRKX 170 or 180 or 295</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>n/a</td>
<td>19</td>
</tr>
</tbody>
</table>

### Fall/Spring Late Start

#### 13 Week Program

<table>
<thead>
<tr>
<th>Units</th>
<th>PAID (Avg. hours per week)</th>
<th>UNPAID (Total semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WRKX160</td>
<td>WRKX 170 &amp; 180</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>n/a</td>
<td>24</td>
</tr>
</tbody>
</table>
Course Requirements

1. **Orientation**: Students must attend a mandatory orientation to learn about class expectations and Work Experience instructor contact information.

2. **Learning Objectives**: With input from worksite supervisors and instructors, students set learning objectives that outline their goals for the semester. These objectives must be reviewed by the Work Experience instructor, and then signed by the student and worksite supervisor. The original signed and completed objectives form must be returned to the Work Experience instructor.

3. **Pre/Post Assessment** – Students complete a Student Learning Outcomes (SLO) pre and post assessment based upon their learning objectives and submit to their instructor at their first and last meeting.

4. **Instructor Meetings**: Students are required to coordinate and meet with their assigned Work Experience instructor during the semester to review learning objectives and discuss progress on their objectives a minimum of two times. The first meeting should take place in-person within the first 2 weeks of enrollment.

5. **Progress Reports**: Two progress reports are required during the Fall and Spring Semesters and one during the summer term. Due dates are determined individually with the Work Experience instructor.

6. **Employer Visitations**: Work Experience instructors visit student’s site of employment and meet with their supervisor to obtain an evaluation of student performance of learning objectives.

7. **Field Work Report**: This written report discusses and explores the student’s experience in developing, implementing, and completing their learning objectives.

**Student Assignment Chart**

Assignment due dates vary based on the instructor and the student.
Discuss due dates with your faculty instructor and record them on the chart

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Conference (in person):</strong> Make an appointment with your</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>assigned Work Experience instructor to turn in completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Objective form. 3 objectives are required during spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and fall semesters. 2 objectives are required during summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Return signed and completed Agreement Form:</strong> Signed by</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>student, worksite supervisor, and Work Experience instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Progress Report(s):</strong> 2 progress reports are required</td>
<td>15 ea.</td>
<td>30</td>
</tr>
<tr>
<td>during spring and fall semesters. 1 progress report is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>required during summer semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong> Instructor contacts site supervisor who</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>provides input and rates student on performance of objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Field Report:</strong> Complete written Field Report</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>(guidelines on page 8).</td>
<td>Report</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

**Grading**

**Course Grading Rubric**
- A = 180-200
- B = 160-179
- C = 140-159
- D = 120-139
- F = 119 or less

**Ratings on objectives:**
- **Spring/Fall (3 Objectives)**
  - A = 25
  - B = 20
  - C = 15
  - D = 0
- **Summer (2 Objectives)**
  - A = 37.5
  - B = 30
  - C = 22.5
  - D = 0

Your Work Experience instructor will keep an accurate record of assignments and points accrued. Remember to keep in contact with your Work Experience instructor throughout the semester in order to stay on track and receive the maximum amount of points. You may receive point deductions if you:
- Arrive late or miss scheduled appointments
- Turn work in late and/or miss assignments
- Do not complete work projects or work insufficient hours
Tips for Writing Learning Objectives

What is an Objective?

Work Experience objectives establish goals for the course, tailored to the needs of each student and employer. These objectives count for up to 75 total points of a student’s final grade.

**Steps to Writing SMART Objectives:**
- **Specific** – Describe a precise or specific outcome.
- **Measurable** – Describe the system you’ll put in place to measure your progress toward the achievement of your objective; include a number, percentage, or frequency when possible.
- **Action-Oriented** – Describe the specific actions you will take to accomplish the objective.
- **Relevant** – Can you make an impact on the situation? Is it important to your education? To your supervisor?
- **Time-Based** – Clearly define your completion date.

**Objectives must address:**
- **What** is the task to be accomplished?
- **How** will it be accomplished?
- **How** will it be evaluated (measured) and by whom?
- **When** will it be accomplished?

Consider an objective that shows level of:

**Creativity:**
Doing things a new way or finding new things to do on the job.
Example: Designing a new system for tracking customer inquiries.

**Problem Solving:**
Identifying a problem and finding a reasonable solution.
Example: Customers complain about long lines at your store. You determine a method to speed up check-out.

**Skill development:**
Seek opportunity to improve your effectiveness on the job
Example: You work in the stockroom but want to move into sales. You seek training from your supervisor to learn effective sales associate skills

**Questions to ask yourself:**
- Is there anything I could do to help improve the day-to-day aspects of my job? How? How will it be measured (observation, a report, etc.)?
- Are there specific problems in my work area? How might I solve them?
- Is there anything I would like to learn in my current job? Is there anything my manager does that I would like to learn how to do?
- Do I need to improve my basic skills in any area of my job?
Sample Practice Objectives Sheet

Student’s Name: A. Model Student Date August 30, 2013
Student ID# 1234567 Company Name (Various)

Students must identify new and expanded learning objectives each semester, which must be measurable and within his/her range of accomplishment. The objectives must be developed and written by the student, as well as reviewed and approved by the employment supervisor and the instructor at the beginning of each semester. These objectives must reflect new and expanded responsibilities for the student. The employment supervisor and the student will discuss progress made in attaining the student’s objectives.

Sample One

1. What is the task to be completed? Develop and rebuild a better, more up-to-date procedures folder for volunteers.

2. How will it be accomplished? By observing volunteer experience, analyzing contents of existing folder, and adding and organizing information.

3. How will it be measured/evaluated/rated, and by whom? To be submitted to supervisor for evaluation of contents.

4. When will it be completed? At the end of October 2013.

Sample Two

1. What is the task to be completed? Increase typing speed from 35 wpm to 50 wpm with less than five errors.

2. How will it be accomplished? Through practice and weekly, timed five-minute typing tests.

3. How will it be measured/evaluated/rated, and by whom? Tests will be submitted to supervisor for evaluation.

4. When will it be completed? By November 30, 2013

Sample Three

1. What is the task to be completed? Create a test fixture to run live tests on hot-gas value fixture to test for electro-mechanical reliability.

2. How will it be accomplished? By examining the present procedure and the steps involved.

3. How will it be measured/evaluated/rated, and by whom? Demonstrate the effectiveness of the test fixture in comparison with present methods. Supervisor to evaluate through observation and testing.

4. When will it be completed? By September 29, 2013.
Practice Objectives Sheet
Available online: www.dvc.edu/wrkx

Complete and bring to first instructor meeting. Use tips on writing objectives found in the Handbook.

Student’s Name __________________________________________ Date ________________________

Student ID# ______________________________________ Company Name ______________________

Students must identify new and expanded learning objectives each semester (3 fall/spring, 2 summer), which must be measurable and within their range of accomplishment. Objectives must be developed and written by the student, as well as reviewed and approved by the employment supervisor and the CO-OP faculty instructor at the beginning of each semester. Objectives must reflect new and expanded responsibilities for the student. The employment supervisor and the student will discuss progress made in attaining the student’s objectives.

Sample One

1. What is the task to be completed? __________________________________________
2. How will it be accomplished? __________________________________________
3. How will it be measured/evaluated/rated, and by whom? ________________________
4. When will it be completed? __________________________________________

Sample Two

1. What is the task to be completed? __________________________________________
2. How will it be accomplished? __________________________________________
3. How will it be measured/evaluated/rated, and by whom? ________________________
4. When will it be completed? __________________________________________

Sample Three

1. What is the task to be completed? __________________________________________
2. How will it be accomplished? __________________________________________
3. How will it be measured/evaluated/rated, and by whom? ________________________
4. When will it be completed? __________________________________________
Field Work Report Guidelines

Field work reports are due at or before the final conference with your Work Experience instructor. Specific due dates are determined by your Work Experience instructor.

Field Work Reports must be in essay format, typed, double-spaced, 12-point font, and a minimum of three (3) pages in length. (During the summer semester, only two (2) pages are required.)

Please include a cover sheet with:
- Your name
- Work Experience course and section number
- Semester for which you are enrolled
- Name of your assigned Work Experience instructor

The theme of your paper is a discussion of the learning objectives you developed at the beginning of the semester and how they were achieved. This is an integral part of the learning process and should be undertaken with care. Your paper should show reflection, insights, new learning, and thoroughly address the following topics.

Introduction:
Your introduction should include:
- Listing of each objective (may be summarized).
- Brief explanation of why you selected those particular objectives.
- The course of action you took to accomplish them.

Results:
Report on how effectively you completed your learning objectives. Topics to discuss are listed below. You may also include other information that you feel is relevant to your Work Experience learning experience.
- What aspects of the plan worked well?
- What challenges did you encounter?
- What changes did you make from your original plan?
- What would you do differently next time, if you had the opportunity?
- Discuss observations and experiences.
- Provide concrete examples to support your observations.

Conclusion:
- What did you learn about yourself, your employer, and/or your career/field?
- Summarize how this new knowledge will benefit you in your employment.
# Field Work Grading Rubric

Circle the rating that best describes how closely the student paper meets the criteria below.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Does not meet</th>
<th>Marginally Meets</th>
<th>Somewhat Meets</th>
<th>Completely Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content reflects no understanding of topic</td>
<td>Content reflects a minimal understanding of topic</td>
<td>Content reflects a partial understanding of topic</td>
<td>Content reflects full understanding of the topic</td>
</tr>
<tr>
<td>Meaningful Development of Ideas</td>
<td>Ideas are unclear and/or not well-developed</td>
<td>Ideas are irrelevant or not fully explained or supported; repetitive or irrelevant details</td>
<td>Inconsistent depth of thought supported by partially relevant, supportive evidence/details</td>
<td>Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to clear vision of the idea</td>
</tr>
<tr>
<td>Understanding of job function(s) relative to students’ objectives</td>
<td>Doesn’t explain or show any understanding of job function relative to student objectives</td>
<td>Student has shown some growth in understanding of the job function relative to student objectives</td>
<td>Student demonstrates understanding of job function within the department</td>
<td>Student demonstrates understanding of job function within the organization</td>
</tr>
<tr>
<td>Analysis of goal/ learning objectives</td>
<td>Student has minimal insight in terms of reaching his/her goals</td>
<td>Student has shown some understanding of achievement in reaching goals</td>
<td>Student cites some examples that demonstrate the achievement of goals</td>
<td>Student cites specific examples, (including data or measurements) to support the achievement of goals</td>
</tr>
<tr>
<td>Organization of paper/ Mechanics</td>
<td>Weak organization of ideas; Paper has persistent errors with improper word choice, word usage, spelling, sentence structure, punctuation and capitalization</td>
<td>Unfocused and/or unclear “drift and waffle” structure is inconsistent and needs major revision; Paper has a variety of errors with word choice, word usage, spelling, sentence structure, punctuation or capitalization.</td>
<td>Logical organization of ideas, but needs slight revision; structure is fairly easy to follow; relevant opening paragraph and conclusion; Paper may have some errors with word choice, word usage, sentence structure, punctuation and/or capitalization.</td>
<td>Careful and relevant organization of ideas creates a strong argument; one consistent theme throughout; introduction (with hook and thesis) and conclusion follow logically from paper; No major errors with word choice, word usage, sentence structure, spelling, punctuation and capitalization</td>
</tr>
<tr>
<td>OVERALL SCORE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Faculty Contact Information

*If you are unable to contact your Work Experience faculty instructor, please send an email to the Work Experience email address: WRKX@dvc.edu*

PH = Pleasant Hill Campus; SRC = San Ramon Campus

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Note(s)</th>
<th>Office/Hours</th>
<th>Preferred Phone Number</th>
<th>DVC Phone Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Bell</td>
<td>Special Education (SPEDU)</td>
<td>PH – By Appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob Berggren</td>
<td></td>
<td>PH - FO 261 By appointment</td>
<td>925-250-5698</td>
<td>n/a</td>
</tr>
<tr>
<td>Michelle Branner (BUS)</td>
<td>Business (BUS)</td>
<td>PH – By Appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erin Brooks</td>
<td>FTVE, MUSX, CNT</td>
<td>PH – By Appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ericka Burns (HSCI)</td>
<td>Health Science</td>
<td>PH – By Appointment</td>
<td>916-230-9603</td>
<td></td>
</tr>
<tr>
<td>Marisa Greenberg</td>
<td>PH – AB 121 or other location by appointment</td>
<td>925-969-2026</td>
<td>x22026</td>
<td></td>
</tr>
<tr>
<td>Robin Heinemann</td>
<td>PH – AB 217 or other location by appointment</td>
<td>925-260-9922</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Nicole Hess-Diestler</td>
<td>Drama</td>
<td>PAC 119 By appointment</td>
<td>925-969-2714</td>
<td>x22714</td>
</tr>
<tr>
<td>Lance Hurtado</td>
<td>Horticulture</td>
<td>PH – By appointment</td>
<td>925-383-3609</td>
<td>n/a</td>
</tr>
<tr>
<td>Louise Lodato</td>
<td>Library Technology, Construction</td>
<td>PH – By appointment</td>
<td>925-487-7393</td>
<td>Text OK</td>
</tr>
<tr>
<td>Mark Mithaiwala</td>
<td>San Ramon Campus</td>
<td>SRC - By appointment</td>
<td>925-997-3367</td>
<td>n/a</td>
</tr>
<tr>
<td>Dietra Prater-Slack</td>
<td>San Ramon Campus</td>
<td>SRC – Office 119 PH – Library 2nd Floor By appointment</td>
<td>510-417-6783</td>
<td>Text OK</td>
</tr>
<tr>
<td>Rhonda Rochon Smith</td>
<td>Culinary</td>
<td>PH – By appointment</td>
<td>707-753-0772</td>
<td>n/a</td>
</tr>
</tbody>
</table>
DVC Non-Discrimination Policy

DVC complies with the following statement of Non-Discrimination. Please ensure that your employer complies with this policy and notify your instructor or the Cooperative Work Experience Education Coordinator with any questions or concerns.

DVC does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972 (pertaining to sex), Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975 (pertaining to age), and CCCCD Board Policy 2001. This nondiscrimination policy covers admission and access to, as well as treatment and employment in the college’s programs and activities, including vocational education. Inquiries regarding the equal opportunity policies, the filing of grievances, or requests for a copy of the college’s grievance procedures may be directed to the following: disability support services coordinator for disability related issues; Title IX, Sexual Harassment Title VI, discrimination based on race, color, or national origin, the vice president of student services, Administration Building, or the dean of student life in the Student Union Building.
Welcome to Cooperative Work Experience Education

To: Employer/Supervisor
From: Cooperative Work Experience Education Department
Re: Employer/Supervisor Agreement

The student delivering this letter to you has demonstrated an interest in improving job skills by enrolling in the Cooperative Work Experience Education program at Diablo Valley College. The purpose of our program is to encourage the student to seek new or expanded learning opportunities on-the-job that will make him/her a more efficient valuable employee. Through Work Experience, the student has the opportunity to utilize many of the skills he/she has learned in the classroom. The program gives you, the employer, the opportunity to make a contribution to the student’s college education in a way that will directly benefit you and your industry.

In order for this contribution to be documented for college credit, workplace-learning objectives must be written at the beginning of the term. Workplace learning objectives are project-based learning opportunities that take place on-the-job during the normal work schedule. The project objectives should involve new or expanded responsibilities for the student. Project objectives must be briefly documented on a form entitled “Cooperative Work Experience Education Objectives/Agreement” which the student will provide. We are asking you to participate with your student employee/volunteer in selecting meaningful objectives. This is an opportunity to encourage the student to develop new skills that may be valuable to your organization now and in the future.

Your partnership in this program is critical. It contributes up to 45% of the student’s grade. Your time is as valuable as your involvement, and we have streamlined your participation to minimize your paperwork. The following milestones summarize your important inputs to this program:

- At the beginning of the term collaborate with the student to develop work objectives/projects, sign and date the “Cooperative Work Experience Education Objectives/Agreement” form(s).
- During the term meet with the instructor, at your facility, to briefly discuss the student’s progress. The meeting will take 15 – 30 minutes. Also, sign time sheets provided by the student.
- By the end of the term or upon completion of projects, rate the project accomplishments, date and sign the “Cooperative Work Experience Education Objectives/Agreement” form(s).
- Also at the end of the term provide your assessment of the student’s 21st Century Workplace Skills by completing the “Employer Evaluation of Student Workplace Competencies”.

The following confirms existence of insurance coverage and is in accordance with Ed Code 78249.

District’s Certificate of Consent to Self-Insure # 5508-005 Issued by State of California

Limits of Coverage: Statutory Per Occurrence for California Workers’ Compensation and $1,000,000 Employers’ Liability

Please email us at wrkx@dvc.edu if you have any questions about the program. Your suggestions are welcome. For more information, visit our website at www.dvc.edu/wrkx.

Employer/Supervisor Signature ________________________________

Date _____________________________
Diablo Valley College
COOPERATIVE WORK EXPERIENCE EDUCATION AGREEMENT AND OBJECTIVES FORM

Student __________________________ Company/Agency __________________________ Date __________

Learning objectives which reflect new or expanded job-related responsibilities must be written by the student, then reviewed and approved by the employment supervisor and the instructor at the beginning of the semester. The objectives must be demanding, measurable and attainable. The instructor will discuss progress made in accomplishing the objectives with the Company/Agency Supervisor and the Student. From this evaluation and other criteria, the instructor will grant credit for the work experience.

Student is responsible for making two required progress reports per semester, meeting for a final conference and submitting the field work report and program evaluation (see Handbook).

__DVC__

ALL OBJECTIVES MUST BE ACCOMPLISHED BY THE END OF THE SEMESTER/SESSION

OBJECTIVES

1.

2.

3.

End of Term Evaluation of Objectives

Rating Scale
D=Limited Accomplishment
C= Average Accomplishment
B= Better Than Average Accomplishment
A= EXCELLENT ACCOMPLISHMENT

Average Hours Worked Per Week
Total Weeks Worked 16 per semester

Employment Supervisor’s Signature (or Designee)

AGREEMENT

The three participants in the Cooperative Work Experience Education program agree with the validity of the above learning objectives. The Student agrees to abide by the Cooperative Work Experience Education requirements. The Company/Agency Supervisor will meet with the instructor at least once during the semester to evaluate the Student’s performance and the learning objectives. The Instructor will award academic credit for successful completion of the objectives and the other program requirements.

The Company/Agency and the college will provide supervision and guidance to ensure maximum educational benefit from this work experience. The Contra Costa Community College District does not discriminate on the basis of race, national origin, sex, color, religion, age, or disability in employment, educational programs and activities. Employees who sign this contract are expected to uphold this policy in their selection of prospects for employment, educational processes, or activities. It is understood that the District will provide Worker’s Compensation for UNPAID internships and/or liability insurance as required by law.

x. __________ Student’s Signature __________ Instructor’s Signature __________

x. __________ Employment Supervisor’s Signature (or designee) __________ Director, Cooperative Work Experience Education (or designee)

END OF TERM EVALUATION

Instructor Use Only

Units ________ Grade ________

Number of Employer Contacts ____________________________

Number of Student Contacts ____________________________

Semester Hours Total ____________________________

Student Work Experience Eligibility Confirmed For:
General ______ Occupational ______ Paid ______ Non-Paid ______

Instructor’s Signature __________ Date ______

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