



External Learning Experiences (ELE)

STUDENT HANDBOOK



Dallas County Community College District

**Brookhaven ● Cedar Valley ● Eastfield ● El Centro ● Mountain View
● North Lake ● Richland**

External Learning Experiences (ELE) Student 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).

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**INTRODUCTION TO EXTERNAL LEARNING EXPERIENCES
(ELE)**

DESCRIPTION OF EXTERNAL LEARNING EXPERIENCES

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

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

TYPES OF EXTERNAL LEARNING EXPERIENCES

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

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

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

DCCCD PHILOSOPHY OF EXTERNAL LEARNING EXPERIENCES

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

DCCCD is strongly committed to providing a supervised, practical work experience, integrated into carefully planned and evaluated instructional programs.

BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE STUDENTS

- **Gives reality to learning.** Students find that their studies have greater meaning through coordinating work experience with classroom instruction.
- **Increases educational motivation.** The integration of work and study increases student motivation because it engenders a stronger desire to learn.
- **Develops greater human understanding.** Students develop greater understanding of other people and greater human relations skills by utilizing the work environment as a laboratory for learning.
- **Fosters career development.** Students discover that experience in the existing world of work provides an opportunity to broaden their outlook and shape their behavior patterns to meet the demands of the working world.
- **Provides orientation to the world of work.** Students have an excellent opportunity to test their interests and abilities in real job situations; and also, gain a good understanding and healthy attitude toward the world of work.
- **Promotes useful employment contacts.** Students make contacts which can be useful for permanent employment after graduation.
- **Provides availability of specialized facilities.** In the working community, students have access to specialized facilities and equipment that are unavailable on campus.
- **Facilitates career satisfaction.** While attending college, students have the advantage of experiencing fields of work before making a career commitment.

BENEFITS OF EXTERNAL LEARNING EXPERIENCES TO THE EMPLOYERS

- **Provides better trained employees.** Develops new talent in employer's organizations. Employers have an opportunity to identify and select students with the particular abilities, talents and skills needed in the workplace.
- **Facilitates recruitment and retention.** ELE provide employers with an excellent recruiting tool. Employers can use their supervisory personnel to screen ELE students best suited for their organization.
- **Encourages education/business partnerships.** The employer becomes influential in the educational process.

GUIDELINES FOR EXTERNAL LEARNING EXPERIENCES

CLINICAL EXPERIENCE

Description

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

Workplace Setting

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

Workplace Supervision

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

Student Compensation

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

Length of ELE

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

Seminar or Lecture Component

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

Student Responsibilities

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

Supervisor Responsibilities

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

Instructor / Coordinator Responsibilities

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

INTERNSHIP

Description

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

Workplace Setting

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

Workplace Supervision

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

Student Compensation

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

Length of ELE

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

Seminar or Lecture Component

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

Student Responsibilities

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

Supervisor Responsibilities

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

Instructor / Coordinator Responsibilities

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

PRACTICUM

Description

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

Workplace Setting

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

Workplace Supervision

The student is under the direct supervision of a qualified college faculty member or a clinical preceptor for health programs. The student is under the indirect supervision of an external site supervisor for non-health related programs. A clinical preceptor is defined as a work site supervisor who oversees the daily, hands-on experiences of a health profession student in the 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. The student will receive college credit or continuing education units (CEU) for the practicum experience. The assignment of credit hours or CEU is based upon the contact hours in the course.

Length of ELE

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

Seminar or Lecture Component

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

Student Responsibilities

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

Supervisor Responsibilities

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

Instructor / Coordinator Responsibilities

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

COOPERATIVE EDUCATION

Description

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

Workplace Setting

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

Workplace Supervision

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

Student Compensation

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

Length of ELE

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

Seminar or Lecture Component

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

Student Responsibilities

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

Supervisor Responsibilities

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

Instructor / Coordinator Responsibilities

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

APPENDIX

SAMPLE FORMS

FOR INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION

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

**Dallas County Community College District
 INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
 Training Station Agreement**

Program Information:

College _____ Course _____
 Rating Period _____ Year _____ Today's Date _____
 Major _____ Degree Plan Filed: Yes _____ No _____

Student Information:

Name _____ Home Phone _____
 Email _____ Work Phone _____
 Student ID/SS# _____ Job Title _____

Work Schedule					
Monday	Tuesday	Wednesday	Thursday	Friday	Add'l Hours

Sponsoring Firm _____

Evaluating Supervisor _____ **Email** _____

Title _____ **Phone** _____

Address _____ **City/Zip** _____

Training Agreement:

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

 Evaluating Supervisor Date

 Student Date

 Instructor/Coordinator Date

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GUIDELINES FOR COMPLETING THE EVALUATION FORM – LEARNING OBJECTIVES (PART A)

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

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

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

Beginning and Ending Dates

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

Expected Behavior

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

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

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

- . . . To know
- . . . To believe
- . . . To understand
- . . . To become familiar with

Instead, use action verbs such as:

- ...To write
- ...To compare
- ...To judge
- ...To select
- ...To install
- ...To apply
- ...To assemble

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

Standard

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

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

Examples

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

Recommend ways of reducing identified equipment failures
(expected behavior)

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

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

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

as evidenced by completing the correspondence within the time limit using the specified format
(standard)

Assess each objective against the following criteria:

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

Student Name _____ Course _____

LEARNING OBJECTIVES WORKSHEET

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

- PART I Beginning/Ending Date**
- PART II Learning Objective (Expected Behavior)**
- PART III Measurement Standard**

[Objective 1]

Date Started: _____ Date Completed: _____

Learning Objective: _____

Measurement Standard: _____

[Objective 2]

Date Started: _____ Date Completed: _____

Learning Objective: _____

Measurement Standard: _____

[Objective 3]

Date Started: _____

Date Completed: _____

Learning Objective: _____

Measurement Standard: _____

[Objective 4]

Date Started: _____

Date Completed: _____

Learning Objective: _____

Measurement Standard: _____

Dallas County Community College District
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
Evaluation Form - Learning Objectives (Part A)

Student _____

Campus _____ **Rating Period** _____

Employer _____ **Course** _____

RATING
(Satisfactory / Unsatisfactory)

Objective 1

Date Started: _____ Date Completed: _____ Sat. ____ Unsat. ____

Learning Objective: _____

Measurement Standard: _____

Objective 2

Date Started: _____ Date Completed: _____ Sat. ____ Unsat. ____

Learning Objective: _____

Measurement Standard: _____

Objective 3

Date Started: _____ Date Completed: _____ Sat. ____ Unsat. ____

Learning Objective: _____

Measurement Standard: _____

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

Student Date Supervisor Date Instructor/Coordinator Date

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

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

Student Date Supervisor Date Instructor Date

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Dallas County Community College District
INTERNSHIP/PRACTICUM/COOPERATIVE EDUCATION
Evaluation Form - Basic Workplace Skills / Attributes (Part B)

Student _____ Rating Period _____

Employer _____ Course _____

(On-site Supervisor: Please use this form throughout rating period to document your observation of student's skills / attributes. Please check the appropriate box for each item.)

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

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:

Student _____ Date _____ Supervisor _____ Date _____

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