

Course Information

Semester & Year: Spring 2022

Course ID & Section #: CE-42 (section # variable)

Coordinator/Faculty name: Montel Vander Horck III / TBD

Day/Time of required meetings: **January 15th – May 13th**

Location: Student Worksite

Course units: Variable 0.5-8.0 units

CWEE Coordinator Contact Information

Office location: Career Center in the Learning Resource Center (LRC) 7351 Tompkins Hill Rd., Eureka, CA 95501

<https://www.redwoods.edu/careercenter/#CWEE>

Office hours: Monday-Friday 8:00am-5:00pm

Phone number: 707 476 4308

Email address: montel-vanderhorck@redwoods.edu

Catalog Description

A course designed to assist students in planning and accomplishing meaningful learning objectives relevant to their particular occupation or major at their place of for-profit, nonprofit, or governmental employment or training. To participate in this program the student's job must be related to educational/career goals or college course work. Work-study students are encouraged to participate. Variable 0.5 to 8.0 units based upon 30-600 total work "lab" hours per semester. Note: During fall and spring semesters, it is preferred that students be enrolled in at least 7 units (including CWEE) to participate in CWEE. Students should take primary responsibility in finding a work experience opportunity. Students must consult with the CWEE Coordinator before enrolling in the class. Some employers or programs (ex: Administration of Justice, Early Childhood Education) may require fingerprinting and/or background checks. Students should be advised that a maximum of 9 units can be applied toward degree and in all cases shall not exceed 16 units of total CWEE credit.

Course Student Learning Outcomes *(from course outline of record)*

1. Find, secure, and maintain a work experience learning opportunity
2. Evaluate learning objectives from their work experience

Prerequisites/co-requisites/ recommended preparation

Students **MUST** contact CWEE Coordinator before they can be registered in any CWEE section.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

Grades are awarded at the end of the semester as pass/no pass by the supervising faculty member based on the successful completion of required hours, satisfactory completion of the learning objectives and work performance and end of semester self-evaluation. Students must complete required hours to receive credit, as shown on CWE timecard with supervising work supervisor signature.

Admissions deadlines & enrollment policies

January 15th – May 13th

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the

student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)

- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

College of the Redwoods
CE 42 Syllabus
Occupational Work Experience
Spring 2022

CWE Coordinator: Montel Vander Horck III

Email: montel-vanderhorck@redwoods.edu **Phone:** (707) 476-4308

Office: Career Center, LRC (Online only until further notice)

Units: 0.5 – 8.0 units per semester based upon 37.5 – 600 “work” (30 – 480 “volunteer”) total lab hours per semester * Transferrable to CSU schools as a general elective credit

Office hours: Office hours Monday-Friday 9:00am-5:00pm and by appointment

Cooperative Work Experience Program

CE 42 is a course in the Cooperative Work Experience (CWE) Program. Cooperative Work Experience (CWE) is an academic program that strengthens student learning by engaging students in supervised on-the-job educational experience, paid or volunteer while students are accomplishing specific on-the-job learning objectives which are aligned with students’ educational goals. Learning takes place in the public or private sector through student employment, internships and/or volunteer work. There are no class meetings required, other than an initial orientation meeting.

College of the Redwoods has two standard types of CWE courses: General (CE 41) and Occupational (CE 42) though students may also qualify for available Career Technical Education (CTE) discipline-specific courses. Registration occurs with CWE Coordinator approval. Units are earned for successful completion of work hours, achieving set learning objectives, meeting with supervising work supervisor and faculty member and submitting end-of-semester evaluations and timecard.

Unit Clarification

The number of units a student attempts in a semester determines the number of hours the student must work during the semester and the number of learning objectives to be achieved. Students may not earn more than sixteen (16) units of CWEE credit. A maximum of nine (9) CWEE units can be applied toward a degree at College of the Redwoods.

Getting Started

To begin, interested students need to follow the checklist on the “Student Responsibilities” page in this syllabus. The syllabus must be read and the CWE Coordinator must be contacted immediately.

Before Enrolling

Students must take primary responsibility in finding a work experience opportunity and are strongly advised to find such an opportunity before enrolling in CWE. As needed, the CWE Coordinator will assist students in identifying the appropriate supervising faculty member, work site, and work supervisor who will be responsible for student supervision.

Students who currently have a job, are participating in volunteer work or have arranged to participate in a paid or voluntary job are eligible for CWEE. Students must arrange their own transportation to service learning/field work experience sites. Some employers or programs (ex: Admin. of Justice, Early Childhood Educ.) may require fingerprinting and/or background checks.

How CWEE Works

The student reads and prints the entire syllabus and contacts the CWEE Coordinator to arrange orientation. The application and contract are completed, with signatures obtained from the supervising work supervisor and CR faculty member/CWEE Coordinator on the contract. Have the application, contract, and learning objective form with you during the mandatory orientation with CWEE Coordinator after the learning objectives have been agreed upon.

The CR faculty member and student decide on 2-4 learning objectives for the student to work towards during the semester. The work supervisor and faculty member give their consent via a signature on the "Learning Objective" form in the syllabus.

All students must review the syllabus, course requirements, timelines and associated forms with the CWEE Coordinator during an initial orientation. Students submit the application, contract and Learning Objectives form with signatures from faculty member and work supervisor. The CWEE Coordinator approves and registers student in CE 41, CE 42 (or discipline specific equivalent) and verifies number of units. Student may begin counting hours towards the course at this time.

Grading Criteria

Grades are awarded at the end of the semester as pass/no pass by the supervising faculty member based on the successful completion of all required hours, initial paperwork, satisfactory completion of the learning objectives and work performance and completing the end of semester self-evaluation. Students must complete all required hours to receive credit, as shown on CWEE timecard with supervising work supervisor signature.

Learning Objectives

A CWEE learning objective (LO) is a specific and measurable goal that clearly and precisely describes what it is that the student intends to accomplish during the semester at the job site. The student and faculty member develop LOs based on needs and interests of the work site, and the student brings LOs to work supervisor for approval. The student, work supervisor and faculty member evaluate the LOs and student job performance at the end of the semester.

End of Semester Evaluation

At the end of the semester, students, faculty members and work supervisors are required to complete evaluations.

Students: Students are required to complete a self-evaluation of their performance in completing their learning objectives. Students also evaluate their work supervisor/workplace, faculty member and CWEE Program/CWEE Coordinator. Students meet with work supervisor and faculty member at end-of-semester to discuss evaluations.

Work Supervisors: Work supervisors complete a 1-page evaluation of student and CWEE program/CWEE coordinator and also sign student's CWEE timecard. The evaluations and signing of timecard are done in an end-of-semester meeting between work supervisor and student.

Faculty Members: The faculty member completes the 1-page evaluation of the CWEE program/CWEE coordinator and discusses all student evaluations in end-of-semester meeting with student.

Student is responsible for submitting the signed student, work supervisor and faculty evaluations along with their signed timesheet to the CWEE Coordinator.

Faculty Member is responsible for submitting student 'P/NP' grade to WebAdvisor by Registrar Office deadline.

Work Hours

Units are earned by working the required number of hours and completing all course requirements. Once enrolled in CWE, the minimum work hours below must be completed to receive a grade. Hours worked prior to enrolling in CWE course cannot be counted toward credit. Students keep track of work hours and submit a CWE Timesheet at the end of the semester with a work supervisor signature.

Paid Work

Units	Total Hours	Approximate Hrs/Week
1	75	5
2	150	10
3	225	15
4	300	20
5	375	25
6	450	30
7	525	35
8	600	40

Volunteer Work

Units	Total Hours	Approximate Hrs/Week
1	60	4
2	120	8
3	180	12
4	240	16
5	300	20
6	360	24
7	420	28
8	480	32

Student Changes in Employment/Contact Information

Contact the CWE Coordinator immediately with any changes in your employment or contact information.

Submitting Documents

1. **Email (via photo/scan of documents):** montel-vanderhorck@redwoods.edu
2. **Mail:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods
Career Center/LRC
Attn: Montel Vander Horck III
7351 Tompkins Hill Rd. Eureka, CA 95501
3. **In-Person drop off:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods, Eureka Campus
4. Career Center/LRC - Attn: Montel Vander Horck III
5. **Fax:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
(707) 476-4479
Attn: Career Center, Montel Vander Horck III

Contact CWE

Email: montel-vanderhorck@redwoods.edu

Phone: (707) 476 4308

Office hours: Office hours M-F 9:00am-5:00pm

Office: Career Center, LRC Building

**College of the Redwoods
Cooperative Work Experience
Student Responsibilities**

Before CWE Begins

1. Read and print CWE syllabus & secure/try to find job/internship for semester
2. Contact CWE Coordinator & schedule orientation with CWE Coordinator.
3. Complete application and contract - get signatures from work supervisor (WS) & faculty member (FM)
4. Meet with FM to develop 2-4 learning objectives (LOs), discuss coursework, grading, & deadlines/schedules, & get signature on LO form
5. Get WS approval for LOs, get signature on contract and LO form
6. Turn in application, contract and LOs
7. Enroll with CWE Coordinator approval

During Semester

1. Complete total required hours
2. Expect at least one visit from FM to verify satisfactory progress towards LO's
3. Meet all identified LOs
4. Contact WS or FM or CWE Coordinator for support

End of Semester

1. Complete your self-evaluation, including LO's analysis
2. Meet with WS, discuss both evaluations, sign & have WS sign your CWE timecard
3. Meet with FM, discuss your evaluations, sign & review hours met
4. Submit timesheet and all three signed evaluations to CWE Coordinator

Submitting Documents

1. **Email (via photo/scan of documents):** montel-vanderhorck@redwoods.edu
2. **Mail:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods
Career Center/LRC
Attn: Montel Vander Horck III
7351 Tompkins Hill Rd. Eureka, CA 95501
3. **In-Person drop off:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods, Eureka Campus
4. Career Center/LRC - Attn: Montel Vander Horck III
5. **Fax:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
(707) 476-4479
Attn: Career Center, Montel Vander Horck III

**College of the Redwoods
Cooperative Work Experience
Work Supervisor Responsibilities**

Before CWE Begins

1. Read CWE syllabus and sign student's copy of contract
2. Review student's learning objectives (LOs), sign student's copy
3. CWE Coordinator will contact you
4. Student begins counting CWE work hours

During Semester

1. Meet with CR faculty member (FM) at work site to discuss student's progress on LOs and overall work performance
2. Supervise student on-the-job learning
3. Contact FM or CWE Coordinator with questions

End of Semester

1. Complete 1-page end-of-semester evaluation of LOs and CWE program/CWE coordinator, submit original to CWE Coordinator & give copy to student
2. Meet with student, discuss evaluations and sign & sign CWE timecard

* If a student is unpaid, College of the Redwoods covers Worker's Compensation.

** If a student is paid, they must be covered under work site's Worker's Compensation.

Submitting Documents

1. **Email (via photo/scan of documents):** montel-vanderhorck@redwoods.edu
2. **Mail:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods
Career Center/LRC
Attn: Montel Vander Horck III
7351 Tompkins Hill Rd. Eureka, CA 95501
3. **In-Person drop off:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods, Eureka Campus
4. Career Center/LRC - Attn: Montel Vander Horck III
5. **Fax:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
(707) 476-4479
Attn: Career Center, Montel Vander Horck III

Contact CWE

Email: montel-vanderhorck@redwoods.edu

Phone: (707) 476 4308

**College of the Redwoods
Cooperative Work Experience
CR Faculty Member Responsibilities**

Before CWE Begins

1. Read CWE syllabus and sign student's copy of contract
2. Meet with student to develop 2-4 learning objectives (LOs) that are specific, measurable, action-orientated and realistic, sign student's copy
3. CWE Coordinator will contact you when student becomes registered
4. Student begins counting CWE work hours

During Semester

1. Meet at least once with work supervisor (WS) (if schedule or distance prevent an actual meeting, a phone conversation will suffice.) at job site to discuss LOs and overall student work performance
2. Be available to student and WS for support/advice/questions

End of Semester

1. Complete a 1-page evaluation of CWE Program/CWE Coordinator and submit to CWE Coordinator
2. Meet with student at end of semester to discuss evaluations & confirm hours met
3. Submit student's final grade.
4. Receive \$50 + \$54 per unit with last paycheck of the semester.

*Student must provide all paperwork at final meeting in order for faculty member to submit pass/no pass grade.

Submitting Documents

1. **Email (via photo/scan of documents):** montel-vanderhorck@redwoods.edu
2. **Mail:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods
Career Center/LRC
Attn: Montel Vander Horck III
7351 Tompkins Hill Rd. Eureka, CA 95501
3. **In-Person drop off:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
College of the Redwoods, Eureka Campus
4. Career Center/LRC - Attn: Montel Vander Horck III
5. **Fax:** (Not advised. If necessary, please communicate w/ CWEE Coordinator)
(707) 476-4479
Attn: Career Center, Montel Vander Horck III

Contact CWE

Email: montel-vanderhorck@redwoods.edu

Phone: (707) 476 4308

**College of the Redwoods
CWE Student Application**

Student: Submit application to CWE Coordinator

Semester: Spring X Fall _____ Summer _____ Year: 2022

Paid or Volunteer? Paid Volunteer Course enrolled in: CE-42 # of units: _____

Student Information

Student last name First name Student ID number

Student address City Zip code Phone

Student's email address Academic area of interest

Experience related to academic interest? Yes No First time in CWE? Yes No

CWE Work Site Information

Company's Name Supervisor's Name Supervisor's Phone

Type of Business Student's Position

Company's Street Address City Zip Code Phone

Work Supervisor Email

Best days/time and way to contact your supervisor? _____

CR Faculty Member/Instructor Information

Supervising Faculty Member Phone Number Email

Best days/time and way to contact? _____

CWE Coordinator Signature: _____ Date: _____

**College of the Redwoods
CWE Contract**

Student: Submit to CWE Coordinator before or at Orientation.

Semester: Spring X Fall ___ Summer ___ Year: 2022

For Student:

- I have secured a paid or voluntary position.
- I have contacted the CWE Coordinator and will attend orientation.
- I have read and printed the CWE syllabus, completed the application and got contract signatures.
- I understand my job description, work hours, work attire and CWE requirements.
- I will create learning objectives with a CR faculty member (FM) with approval by my work supervisor.
- At the end of the semester, I will submit an evaluation and a CWE Timecard to CWE Coordinator.
- At the end of the semester, I will meet with my work supervisor (WS) to discuss and sign evaluations and CWE timecard
- At the end of the semester, I will meet with my supervising FM to discuss evaluations, and confirm hours met

Print student name

Student signature

Date

For Work Supervisor:

- I understand that this is a training opportunity for this student.
- I will supervise and support this student's success by approving and monitoring learning objectives.
- I have read the CWE syllabus and signed the CWE contract.
- During the semester, I will meet with the student's supervising CR Faculty Member at least once on the job site to discuss LOs and the student's work performance.
- I will monitor student work hours and sign student's CWE timecard.
- I agree to provide the participant with work direction, work requirements and a safe location for work in accordance with Local, State and Federal laws and regulations.
- At the end of the semester, I will complete a one-page evaluation of the student and give it to student to discuss with faculty member.
- At the end of the semester, I will submit an evaluation of the CWE Program and submit it to CWE Coordinator.

Print work supervisor name

Work supervisor signature

Date

For CR Faculty Member:

- I have read the CWE syllabus and signed the CWE contract.
- I will support this student's success by assisting in developing and monitoring learning objectives (LOs).
- During the semester, I will meet once with the work supervisor at the job site to discuss student LOs and job performance.
- At the end of the semester, I will complete a one-page evaluation of the CWE program and workplace/work supervisor and submit it to the CWE Coordinator.
- At the end of the semester, I will meet with the student to review evaluations and confirm hours met.
- At the end of the semester, I will submit a grade for this student.

CR faculty member name

Faculty member signature

Date

College of the Redwoods CWE Learning Objectives

Student: Complete this form with FM help, get WS signature. Submit to CWE Coordinator to begin CWE.

Faculty Member: Assist student in creating LO, sign student copy

Work Supervisor: Give approval for LO, sign student copy

Student name: _____ **Work Site:** _____

Semester: Spring X Fall ____ Summer ____ **Year:** 2022

Write out 2-4 objectives that include: action word, description, and measurement.
All LO must be completed by the end of the semester.

Learning Objective #1

LO #1.

To

Action Word

Description

Measurement

Learning Objective #2

LO #2.

To

Action Word

Description

Measurement

Learning Objective #3

LO #3.

To

Action Word

Description

Measurement

Learning Objective #4

LO #4.

To

Action Word

Description

Measurement

We agree with the validity of the learning objectives listed above.

Student signature

Date

Faculty member signature

Date

Work Supervisor Signature

Date

CWE Coordinator Signature

Date

**College of the Redwoods
Cooperative Work Experience
Student Timesheet**

Student: Complete and submit timesheet with Work Supervisor signature. Submit to CWE Coordinator

Work Supervisor: Verify Student work hours and sign student copy

Semester: Spring X Fall ___ Summer ___ Year: 2022

Student's name: _____ Company name: _____

Work supervisor name: _____ Job title: _____

<u>Month</u>		<u>Hours</u>
_____	_____	Total hours worked: _____
_____	_____	Total hours worked: _____
_____	_____	Total hours worked: _____
_____	_____	Total hours worked: _____
_____	_____	Total hours worked: _____
		Total CWE hours: _____

I certify that I have worked the hours indicated above.

Student Signature: _____ Date: _____

Work Supervisor's Signature: _____ Date: _____

**College of the Redwoods
CWE Work Supervisor Evaluation**

*Work Supervisor: Complete evaluation and sign.
Give copy of evaluation to student at end of semester meeting.*

Semester: Spring X Fall _____ Summer _____ Year: 2022

Student's Name: _____ Work Supervisor Name : _____

PART 1: STUDENT EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student's job performance: following job description, being on time & responsible, appropriate work attire
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student's communication with work supervisor and co-workers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning objectives were achieved
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning objectives were based on the needs and interests of our workplace and helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work hours completed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/student's work performance in general

Comments regarding student's work performance:

PART 2: CWE PROGRAM/CWE COORDINATOR EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ease of working with CWE/CR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication with CWE Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding CWE requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear expectations with syllabus, learning objectives and evaluations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Likelihood of supervising another CWE student
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/CWE in general

Comments regarding CWE or CWE Coordinator:

My signature below indicates that I have acknowledged the above information.

Workplace Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

CWE Coordinator Signature: _____ Date: _____

**College of the Redwoods
CWE Faculty Member Evaluation**

Faculty Member: Complete evaluation and sign. 1. Give to student to turn in to CWE Coordinator

Semester: Spring X Fall Summer Year: 2022
Student's Name: _____

Faculty Member Name: _____

CWE PROGRAM/CWE COORDINATOR EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ease of working with CWE/CWE Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication with CWE Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding CWE requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear expectations with syllabus, learning objectives and evaluations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Likelihood of supervising another CWE student
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/CWE in general

Comments regarding CWE or CWE Coordinator:

Comments regarding Work Site Supervisor or Workplace:

My signature below indicates that I have acknowledged the faculty member evaluation above.

Faculty Member's Signature: _____ Date: _____

Student Signature: _____ Date: _____

CWE Coordinator Signature: _____ Date: _____

**College of the Redwoods
CWE Student Self-Evaluation**

Student: Complete CWE evaluation & bring to end of semester meeting with FM.

Semester: Spring X Fall Summer Year: 2022

Student's Name: _____

Work Supervisor Name: _____

Faculty Member Name: _____

PART 1: STUDENT SELF-EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My job performance: following job description, being on time & responsible, appropriate work attire
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completion of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Setting & accomplishing my learning objectives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My communication with work supervisor, faculty member and CWE Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/my work performance in general

Comments regarding your work performance:

PART 2: WORK SUPERVISOR/WORKSITE EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work supervisor interpersonal skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequacy of directions from work supervisor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Variety of learning at worksite
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequacy of supervision from work supervisor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/worksite in general
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worksite appropriate for my career interests/academic area

Comments regarding your supervising work supervisor and/or work site:

PART 3: FACULTY MEMBER EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explaining the course requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Helping with learning objectives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being available during the semester
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visit at work site to evaluate learning objectives and job performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/faculty member in general

Indicate the number of contacts you had with your supervising faculty member:

By telephone _____ E-mail _____ On campus _____ At your work site _____

Comments regarding your supervising faculty member:

PART 4: CWE PROGRAM/CWE COORDINATOR EVALUATION

Directions: Using a scale of 5 = Excellent, 4 = Good, 3 = Average, 2 = Marginal, 1 = Poor, rate each area below.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ease of enrolling in CWE/obtaining information about CWE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective CWE Coordinator communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding CWE requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Satisfaction w/CWE in general
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear expectations with syllabus, learning objectives and evaluations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My coursework academically prepared me for this work experience

Comments regarding CWE or CWE Coordinator:

My signature below indicates that I have acknowledged the above evaluations of student, work supervisor/workplace, faculty member and CWE program. My signature also indicates that I have reviewed the learning objectives analysis that follows in the following pages.

Student Signature: _____ Date: _____

Faculty Member's Signature: _____ Date: _____

CWE Coordinator Signature: _____ Date: _____

PART 5: LEARNING OBJECTIVES ANALYSIS

Objective #1: _____

A. What did you actually accomplish? If what you accomplished differed from your intended LO, explain how and why. (“I completed...” “I improved...”)

B. What specific steps did you take to complete this learning objective? Include all learning activities. If the learning process differed from your intended learning process, explain how and why. (“I practiced...” “I interviewed...” “I observed...”)

C. What was the most significant improvement in your skills and knowledge that resulted from completing this LO? What did you actually learn?

D. What difference did the completion of this LO make? Examples include, how you do your job, your relationship with your supervisor/coworkers, how you feel about yourself, your potential for promotion or new job opportunities.

Objective # _____:

A. What did you actually accomplish? If what you accomplished differed from your intended LO, explain how and why. (“I completed...” “I improved...”)

B. What specific steps did you take to complete this learning objective? Include all learning activities. If the learning process differed from your intended learning process, explain how and why. (“I practiced...” “I interviewed...” “I observed...”)

C. What was the most significant improvement in your skills and knowledge that resulted from completing this LO? What did you actually learn?

D. What difference did the completion of this LO make? Examples include, how you do your job, your relationship with your supervisor/coworkers, how you feel about yourself, your potential for promotion or new job opportunities.

Objective # _____:

A. What did you actually accomplish? If what you accomplished differed from your intended LO, explain how and why. ("I completed..." "I improved...")

B. What specific steps did you take to complete this learning objective? Include all learning activities. If the learning process differed from your intended learning process, explain how and why. ("I practiced..." "I interviewed..." "I observed...")

C. What was the most significant improvement in your skills and knowledge that resulted from completing this LO? What did you actually learn?

D. What difference did the completion of this LO make? Examples include, how you do your job, your relationship with your supervisor/coworkers, how you feel about yourself, your potential for promotion or new job opportunities.

Objective # _____:

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B. What specific steps did you take to complete this learning objective? Include all learning activities. If the learning process differed from your intended learning process, explain how and why. ("I practiced..." "I interviewed..." "I observed...")

C. What was the most significant improvement in your skills and knowledge that resulted from completing this LO? What did you actually learn?

D. What difference did the completion of this LO make? Examples include, how you do your job, your relationship with your supervisor/coworkers, how you feel about yourself, your potential for promotion or new job opportunities.
