

*Syllabus:  
Internships (292) &  
Occupational Work  
Experience  
Education (299)*

**MiraCosta College**



GENERAL WORK  
EXPERIENCE EDUCATION



MiraCosta College Career Center  
Building 1400, MS 8A  
1 Barnard Drive  
Oceanside, CA 92056  
760.795.6772

<http://www.miracosta.edu/careers>

## Welcome, Instructor/Faculty Mentor Information, and Textbook Information: ZTC

### Welcome!

Congratulations on taking a very important step in your career development. Employers prefer to hire students with experience over students without experience; further, they prefer to hire students with experience related to their field of study over those with unrelated experience ([NACE Job Outlook, 2024](#)). When asked what would be most influential on a scale of 1-5 when choosing between two equally qualified candidates, employers' top response was they would hire someone who interned/worked at their organization. Followed by that were #2) people with relevant work experience, #3) major, and #4) people with general work experience. Because you're currently gaining experience, you are on your way to becoming a preferred candidate.

74%

Employers who prefer some work experience

86%

Employers who prefer relevant work experience

MiraCosta College is committed to preparing you for further education, for a satisfying and successful career, and for productive lives as citizens of the world. Work experience education (WEE) positions are a key part of this preparation, linking your classroom learning with your workplace learning. Your faculty mentor provides the link between your classroom and your workplace. Your faculty mentor will meet with you and your supervisor at least twice during the semester to provide instruction, help you set workplace goals, and assess your progress in the course. Your enrollment in this course authorizes your MiraCosta College faculty mentor and the Career Studies department to initiate contact with your supervisor and your worksite during the semester. WEEs are designed to integrate individualized study with supervised workplace experience under the instruction of a MiraCosta faculty mentor.

### MiraCosta Instructor/Faculty Mentor Information

Your MiraCosta instructor serves also as a faculty mentor, guiding you through your experience in addition to teaching you about SMART goals, workplace competencies, and the world of work. They are assigned based upon your individual WEE assignment. Once you have been contacted by your faculty mentor, please enter their contact information below.

Faculty Mentor Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Office Hours: Days, Times, & Location: \_\_\_\_\_

You will meet with your faculty mentor and your worksite supervisor twice during the semester. They will contact you via Canvas, email, text, or phone to request your assistance with scheduling the required site visits with you and your supervisor. If you have not heard from your faculty mentor within 1 week of starting this class, please contact Internship Coordinator Mike Green at 760.795.6772 or [mgreen@miracosta.edu](mailto:mgreen@miracosta.edu).

### Textbook Information

No textbook is required for this course, so it is designated as Zero Textbook Cost, or ZTC. When you see ZTC on SURF, it means the instructor has chosen instructional materials that do not cost students any money. It does not mean there is no required reading. In fact, this syllabus is required reading, as are all the materials in your Canvas class. If you have any questions about the materials or the assignments, contact your faculty mentor.

## Course Information

### Experiential Education: Internship Studies and Occupational WEE

MiraCosta College offers different types of experiential education courses with varying units of credit to meet the multiple needs of its diverse student population. You should know the type of class in which you are enrolled. You also should know the number of units in which you are enrolled, based on the number of hours you are projected to work. Below are course descriptions for two types of experiential education. Check the type in which you enrolled, list the discipline or subject, such as ACCT for Accounting or SOC for Sociology, etc. At the bottom, complete the information requested to determine the minimum number of hours you are to work or intern by the end of the semester to earn a passing grade.

\_\_\_\_\_ Occupational Work Experience Education (WEE): #299; Subject: \_\_\_\_\_  
(HINT: Students usually are employed in a job that matches their major or career goal and completed the steps under “Report your Internship or WEE” form on JAIN from the [Career Center’s](#) Internship/WEE page.)

Occupational Work Experience Education is intended for students who are employed in a job directly related to their major. It allows such students the opportunity to apply the theories and skills of their discipline to their position and to undertake new responsibilities and learn new skills at work. Topics include goal setting, employability skills development, and examination of the world of work as it relates to the student’s career plans.

\_\_\_\_\_ Internship Studies: #292; Subject: \_\_\_\_\_  
(HINT: Students often are not yet employed or volunteering but instead access JAIN and the Career Center team for assistance with finding a placement. Before they can access internship listings, students must complete [three critical activities](#), including having successfully completed a course at MiraCosta College in the discipline in which they are seeking the internship. Once students were offered their position, they completed the steps under “Report your Internship or WEE” form on JAIN from the [Career Center’s](#) Internship/WEE page.)

This course provides students the opportunity to apply the theories and techniques of their discipline in an internship position in a professional setting under the instruction of a faculty-mentor and site supervisor. It introduces students to aspects of the roles and responsibilities of professionals employed in the field of study. Topics include goal setting, employability skills development, and examination of the world of work as it relates to the student’s career plans. Students must develop new learning objectives and/or intern at a new site upon each repetition.

SECTION NUMBER: \_\_\_\_\_ NUMBER OF UNITS: \_\_\_\_\_

NUMBER OF HOURS YOU MUST COMPLETE BY THE END OF THE SEMESTER:  
Multiply the number of units X 54 hours = \_\_\_\_\_ Total hours required to earn a passing grade

If you have any questions, please contact your instructor/faculty mentor or Internship Coordinator Mike Green at [mgreen@miracosta.edu](mailto:mgreen@miracosta.edu) or at 760.795.6772.

## **Learning Outcomes, Skills, & Competencies: Why they Matter**

### **What's a learning outcome? What's a competency? Why should they matter to me?**

Have you ever asked, “Why should I take this course?” or “What will this course do for me?” The answer to those questions can be found in the course’s learning outcomes. Learning outcomes are developed by faculty for every course you take at MiraCosta College. Learning outcomes are those tasks you will be able to perform as a result of successfully completing a course. Competencies are more broad descriptors for how you demonstrate what you have learned: your knowledge, skills, and abilities.

Each experiential education course has 2 learning outcomes. After successfully completing this course:

1. Students will be able to utilize the SMART framework to analyze workplace learning objectives.
2. Students will be able to evaluate and apply a minimum of five work-based competencies.

While you are progressing toward achieving your work-related goals, you also will be developing new competencies and strengthening the competencies you already have developed. Every student who completes a degree or completes transfer preparation at MiraCosta College should gain “core competencies” or “broad general education learning outcomes ... through their exposure to different support and enrichment programs and services.” (<http://www.miracosta.edu/governance/oac/slo.html>)

Similarly, every job description contains a list of competencies that the successful applicant is expected to possess and be able to demonstrate. Your WEE position offers you the opportunity to review and assess your competencies, compare them with those employers in your field most demand, and seek opportunities to strengthen those that need strengthening and to develop those you have not yet acquired.

As part of this course, your performance will be assessed by your supervisor on the competencies most in demand by U. S. employers, according to the [National Association of Colleges and Employers \(NACE\)](#) and [LinkedIn](#). Often supervisors provide employees with a blank copy of the performance evaluation before they meet to discuss the performance evaluation. Employees then have time to reflect upon their achievements and goals and assess their own performance before meeting with their supervisor. Because this course is designed to prepare you for the workplace, you, too, will have the opportunity to complete the Supervisor Evaluation of Student Intern/Employee on page 14 before you meet with your supervisor and faculty mentor. Some students prefer to self-assess at the start of the course, so they can discuss with their faculty mentor and supervisor which competencies they’d like to strengthen or gain throughout the class. Others prefer to complete it prior to the final site visit so they are prepared to share which competencies they have learned or strengthened and to provide specific examples. Talk with your faculty mentor about your decision to self-assess at the beginning or prior to your final site visit or both.

To find out why the skills and competencies listed on the Supervisor Evaluation are important, watch the 2-minute, “Students Ask” videos on the Career Center’s home page: [www.miracosta.edu/careers](http://www.miracosta.edu/careers).

## Successful Course Performance

### How to succeed in this class

The classroom for your Work Experience Education (WEE) course is your workplace. There are no class meetings, but there are two site visits your faculty mentor will make with you and your supervisor. Because WEEs are different from traditional campus or online classes, you will not be communicating with your faculty mentor every day or even every week. Thus, you're in charge of how well you perform in the class. If you read this entire syllabus and plan ahead to ensure that all course requirements in it, on Canvas, and in the "Assignments, Due Dates & Grades" section of this syllabus (page 7) are met, you will be successful in this class. Follow these top tips:

- CONFIRM YOUR ATTENDANCE OR YOU'LL BE DROPPED FROM THIS CLASS. To confirm your attendance, complete your Data Form and have your supervisor read and sign it. Submit the signed, completed form as your first assignment BY THE END OF THE FIRST DAY OF CLASS.
- Respond to every communication (email, text, etc.) from your faculty mentor within 24 hours.
- Log in to your Canvas class *at least* weekly, check announcements, and submit assignments on time.
- Submit all 3 parts of your first assignments – Online Orientation, Setting SMART Goals Video, and Orientation Quiz by the end of week 1 and your Introduction and Goal Statement by the end of week 2.
- Arrange a date and time for your faculty mentor, your supervisor, and yourself to have the first site visit at your workplace or virtually. This visit should occur within three weeks of starting this class. You also will have to arrange the second site visit at the end of the semester.
- Confirm the date, time, and place or Zoom link/technology for the workplace site visits with your faculty mentor and supervisor; be on time, attentive, and prepared with all required documents.

Throughout this course, you will be working independently. Everything you need to succeed is in this syllabus and posted on Canvas. Be sure to submit all assignments, including monthly hours/progress reports, on Canvas.

### Required Hours/Repeatability

In addition to successfully completing all assignments and fulfilling all responsibilities, the state of California requires you to work or intern for 54 hours multiplied by the number of units in which you are enrolled.

1 unit x 54 = 54 total hours

2 units x 54 = 108 total hours

3 units x 54 = 162 total hours

**NOTE:** Any student enrolled in a WEE class after the 75% withdrawal deadline must receive a grade other than a "W." See <https://www.miracosta.edu/student-services/admissions/important-dates.html> for the course withdrawal deadline. Students who do not meet the hours per unit requirement will receive a failing grade.

A student may not enroll in two types of experiential education concurrently. However, students may re-enroll in a WEE class in successive semesters, as long as they change their position, company, or the goals on their Learning Agreement.

### Attendance

Since WEE courses require active involvement from you, your faculty mentor, and your supervisor, each of you shares responsibility to maintain attendance records. Respond to communication from your faculty mentor in a timely manner and submit monthly hours/progress reports and your assignments by the due dates to remain enrolled in the course; otherwise you may be dropped. By participating in this class, you agree to

- ✓ Comply with your organization's or company's workplace attendance policy.
- ✓ Notify your faculty mentor if work hours, duties, or your status as an employee changes.
- ✓ Meet with your faculty mentor and your supervisor for two site visits.

## Student Support

### Student Support

MiraCosta College is committed to a proactive approach to helping you succeed while maintaining a safe environment for the entire campus community. There are resources to help you with a variety of concerns. Please explore the [Student Resources page](#) on the MiraCosta College website and the Student Resource Hub under the “Start Here” button on the home page of your Canvas class.

**Loss of Job or Internship:** Students whose duties or hours change or who need to find a new job or internship are to contact their faculty mentor as soon as possible regarding whether they can complete their hours and Learning Agreement objectives. They also are encouraged to contact the Internship Coordinator, Mike Green, at [mgreen@miracosta.edu](mailto:mgreen@miracosta.edu) or at 760.795.6772.

**Accessibility/Disability Accommodations:** If you encounter any accessibility-related difficulties with any course materials, please let your faculty mentor know as soon as possible so that issues can be resolved.

If you have a disability or medical condition impacting learning and have not yet been authorized to receive academic accommodations, you’re encouraged to contact the Student Accessibility Services (SAS) office. The SAS office can be reached at 760.795.6658 or [sas@miracosta.edu](mailto:sas@miracosta.edu). The SAS office will help you determine what accommodations are available for you. If you’re requesting assistance utilizing any authorized accommodations, please contact your faculty mentor as soon as possible.

**College Support Services:** The [Tutoring and Academic Support Center](#), [STEM Learning Center](#), and [Writing Center](#) assist students by providing individual and group tutoring, drop-in appointments, learning communities, self-help materials, and student success workshops. Services are free and available to all students during day and evening hours at all MiraCosta College campuses and online. Take advantage of these academic support services. Other available student support services include [academic counseling](#), [veterans’ services](#), [financial aid](#), [scholarships](#), and [career counseling](#).

**Mental Health Counseling Resources:** As a student in these challenging times, there may be occasions when personal stressors interfere with your academic performance and/or negatively impact your daily life. Please know that MiraCosta College Health Services offers personal counseling sessions and groups. For a session, call 760.795.6675 or visit the Health Services webpage (<https://www.miracosta.edu/student-services/health-services/index.html>). There is no additional fee for these sessions for credit students, and the content of the sessions is confidential. In a crisis or after hours, call Campus Police at 760.795.6640, local police at 911, or the Up2SD Crisis Line at 888.724.7240, or text the word “COURAGE” to the crisis text line at 741741.

**LGBTQIA+ Resources:** MiraCosta College is committed to providing a strong, supportive, and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees, including educational Learnings, scholarships for LGBTQIA+ students and their active allies, and the [Out@MiraCosta online directory](#). Please visit the MiraCosta College LGBTQIA+ Equity webpage (<https://www.miracosta.edu/student-services/student-equity/lgbtqia/index.html>) to learn more about LGBTQIA+ equity efforts, view contact information for LGBTQIA+ student services specialists, or speak with someone about an incident of bias.

## Assignments, Due Dates, & Grades

All assignments are described in this syllabus and posted in your Canvas class. You may log in to Canvas at <https://miracosta.instructure.com/> or by clicking on “Canvas” at the top right of the [MiraCosta College home page](#). If you need assistance with Canvas, contact the [Student Help Desk](#) or call 760.757.2121, X6655. Details for every assignment appear on the following pages and in Canvas. Please read the details in Canvas before beginning or submitting assignments. Note that your supervisor will be required to confirm all monthly hours you post to Canvas on your Learning Agreement at the 2<sup>nd</sup> site visit.

*Faculty mentors may change assignments. It is each student’s responsibility to confirm all assignments.*

|   |                  |
|---|------------------|
| <p><b><u>ONLINE ORIENTATION AND QUIZ: SETTING SMART GOALS – See pages 8 and 9</u></b></p> <ul style="list-style-type: none"> <li>▪ See pages 8 and 9; due 1 week after your class start date</li> </ul>   | <b>10 points</b> |
| <p><b><u>INTRODUCTION AND GOAL STATEMENT – See page 9</u></b></p> <ul style="list-style-type: none"> <li>▪ See page 9; due 2 weeks after your class start date</li> </ul>   | <b>10 Points</b> |
| <p><b><u>INDIVIDUAL PROJECT – See page 10</u></b></p> <ul style="list-style-type: none"> <li>▪ See page 10; due mid-semester – date determined with faculty mentor at 1<sup>st</sup> site visit</li> </ul>  | <b>20 Points</b> |
| <p><b><u>FINAL REFLECTIVE ESSAY – See page 10</u></b></p> <ul style="list-style-type: none"> <li>▪ See page 10; due near end of semester – date determined with faculty mentor at 1<sup>st</sup> site visit</li> </ul>  | <b>20 Points</b> |
| <p><b><u>SITE VISITS – See page 11</u></b></p> <ul style="list-style-type: none"> <li>▪ Two visits are to be scheduled and arranged by the student with faculty mentor and supervisor.</li> <li>▪ Student assists the faculty mentor and supervisor with scheduling both site visits.</li> <li>▪ Student is on time, prepared for, attends, and actively contributes at both site visits.</li> </ul>  | <b>10 Points</b> |
| <p><b><u>MONTHLY REPORTING OF HOURS – See page 11</u></b></p> <ul style="list-style-type: none"> <li>▪ See page 11; due: 5<sup>th</sup> of the month that follows the month the hours were worked<br/>Report hours worked each month <i>and</i> cumulative semester hours; include a brief report each month on your progress toward meeting each of your goals in the comments section of Canvas.</li> </ul>   | <b>10 Points</b> |
| <p><b><u>LEARNING AGREEMENT – See pages 12 and 13</u></b></p> <ul style="list-style-type: none"> <li>▪ Due: Completed at 1<sup>st</sup> and 2<sup>nd</sup> site visits with faculty mentor and supervisor<br/>(1<sup>st</sup>) Student drafts SMART learning objectives; everyone reaches consensus and signs.<br/>(2<sup>nd</sup>) Student self-assesses achievements; supervisor evaluates goal achievement and verifies the hours worked each month and the cumulative hours worked.<br/>Student and supervisor initial the Learning Agreement in appropriate places.</li> </ul> | <b>10 Points</b> |
| <p><b><u>SUPERVISOR EVALUATION OF COMPETENCIES – See pages 12 and 14</u></b></p> <ul style="list-style-type: none"> <li>▪ Due: Completed at 2<sup>nd</sup> site visit with faculty mentor and supervisor<br/>Supervisor evaluates competencies.<br/>Faculty Mentor leads competencies discussion with student and supervisor.<br/>All parties sign the Supervisor Evaluation of Competencies.</li> </ul>  | <b>10 Points</b> |
| <p><i>Important Deadlines: <a href="https://www.miracosta.edu/student-services/admissions/important-dates.html">https://www.miracosta.edu/student-services/admissions/important-dates.html</a></i></p>  |                  |

**100 Points Maximum: A = 4.0 (90-100); B = 3.0 (80-89); C = 2.0 (70-79); D = 1.0 (60-69); F = 0.0 (≤ 59)**

## Setting SMART Goals: The Most Important Part of Your Assignments!

Six out of the eight assignments you will complete in this class are related to the SMART goals you develop – that’s 75% of the assignments! Learning about SMART goals is one of the most important things you will learn in your WEE class. The first assignment that involves SMART goals has several components: be sure to read this page in its entirety, to participate in the online orientation, to watch the video linked on this page (and posted in Canvas), and to complete your online orientation quiz, including writing at least one SMART goal. A SMART goal states something you want to learn, change, or improve at your worksite while you are enrolled in this class; it has five characteristics, described below.

**SMART Goals:** You will include one SMART goal on your orientation quiz and your other SMART goals in your Setting Goals and Objectives Essay. Your faculty mentor, your supervisor, and you will discuss your SMART goals during your faculty mentor’s Site Visit and you’ll write them on the Learning Agreement, which you’ll complete at the first site visit. Then, you’ll report on how well you’re achieving your SMART goals in each Monthly Hours Report you submit. Your SMART goals will be specific to your position and to your education and career plans; no other student will have the same SMART goals as you.

**SMART** is an acronym that describes goals that have the following five characteristics.

**Specific:** Detail exactly *what* you plan to learn or accomplish during your WEE.

**Measurable:** Describe the *evidence* you will provide to document that you learned/accomplished what you planned to learn/accomplish in your WEE class.

**Attainable:** Discuss with your faculty mentor and your supervisor whether the SMART goals you wrote can reasonably be accomplished, given the scope of your responsibility and timeframe of the semester.

**Relevant:** State how your goal relates to the work you are doing and the work of the organization.

**Time-bound:** Each of your goals must include a date by which you will have accomplished it.

Watch the **SMART Goals video:** <https://www.youtube.com/watch?v=vKMrWsjUOZQ> and read the examples below, then draft SMART goals for your Orientation Quiz, Introduction and Goal Statement, and Learning Agreement. Below are some examples of SMART goals. The vague goals are either too general or not measurable. The goals you develop need to include all five SMART characteristics.

| Goal Type                        | Vague (Poorly Written)   | SMART Examples (Well Written)  |
|----------------------------------|--|--|
| Skills Acquisition               | I will evaluate the effectiveness of my company’s advertising.                       | By November 15, I will develop and administer a survey to 50 clients regarding our newest social media campaign. I will share the results in a PowerPoint presentation at our December department meeting.   |
| Knowledge Acquisition            | I want to know more about the chemical make-up of common drugs used in the hospital. | By mid-term, I will create a chart listing 25 common medications that I observe as listed on patients’ charts. I will then research their chemical composition and include this data in a chart for my supervisor and faculty mentor to review at the final site visit.                              |
| Professional/ Interpersonal      | I want to learn how to deal with difficult customers.                                | I will improve my customer service skills by researching and describing in a journal three different techniques to engage and serve customers. I will then try each of the techniques, record customers’ reactions to each, and prepare a report of the results for my supervisor by May 10.         |
| Career Exploration/ Confirmation | I want to better understand the industry I plan to work in.                          | By the end of the term, I will have learned about the digital media industry by conducting an information interview with 2 people who have been in the industry for at least 3 years. I will write my results in a report and I will describe which aspects of the industry I find most interesting. |

*Examples adapted from the University of Central Florida’s Office of Experiential Learning.*



## Assignment Details

All assignments are posted and described in your Canvas class. You may log in to Canvas at <https://miracosta.instructure.com/>. If you need assistance with Canvas, contact the [Student Help Desk](#) at 760.795.6695 or contact the [Career Center](#) at 760.795.6772.

In this class, you perform two roles simultaneously – one as a student and one as an employee. Thus, there are two types of assignments: your instructor will assess your performance as a student for some assignments and your supervisor will assess your performance as an employee for others. Below you will find guidelines for each assignment listed on page 7 and included under “Assignments” on Canvas.

### ONLINE ORIENTATION: SETTING SMART GOALS

Because your class is a worksite instead of a classroom, it is important that you fully understand your roles and responsibilities as well as those of your faculty mentor and your supervisor. This information is presented in the Online Orientation, which is in your Canvas class (Unit 1) and accessible here: [Online Orientation](#). Once you have completed the Online Orientation, watch the Setting SMART Goals Video: <https://www.youtube.com/watch?v=vKMrWsjUOZQ>, then go to Canvas, select Submit “Assignments > Unit 1 Action Step Orientation Quiz” and complete and submit the quiz.

### INTRODUCTION AND GOAL STATEMENT:

Your Introduction and Goal Statement is usually an essay; however, your faculty mentor may decide to have a conversation or interview or ask you to submit a presentation or video. Whichever form your faculty mentor requests, be sure that you reflect college-level work and respond to all five topics below. If an essay, write cohesive paragraphs and use appropriate rules of grammar, punctuation, and spelling. Tutoring and peer review of writing are available, free to MiraCosta students; see the “Student Support” section of the syllabus (page 6) for information. For full credit, you must address all five topics below.

- Your career goals. In what profession(s) are you interested? Have you investigated the companies or organizations that hire employees in that profession? Do you have a specific company or organization in mind? If you are unsure about your career goals or if you are undecided about your major, please share this information; describe the types of majors or careers that sound interesting to you and explain why.
- Your education goal. What is your education goal while at MiraCosta? Are you in a certificate or degree program? What is your major? Do you intend to pursue study beyond MiraCosta? Have you explored which universities offer Baccalaureate degrees in the majors in which you are interested? Have you considered continuing your education beyond a Baccalaureate degree? If so, which degree?
- Your position. What is your WEE job title? What are your typical daily duties? Describe the organization where you volunteer or work. What is the company objective or mission? Do you intend to continue in this line of work after you achieve your education goal?
- Your reason for enrolling. What do you intend to learn or accomplish by enrolling in this course?
- Your SMART goal(s). You are required to write at least one SMART goal for each unit of credit in which you are enrolled. Include in your Introduction and Goal Statement a draft of as many SMART goals as units in which you are enrolled. Recall the five SMART characteristics described in the Setting SMART Goals video and the examples offered on the previous page of this syllabus.

Your SMART goals should enhance your ability to complete the responsibilities and duties of your job effectively. They should describe your intention to increase your knowledge, skills, and abilities as a professional in your field. Your faculty mentor will provide helpful feedback regarding your SMART goals when they meet with you and your supervisor to complete your Learning Agreement.

## Assignment Details (continued)

### INDIVIDUAL PROJECT:

This WEE class is designed to provide you with opportunities to develop along your unique educational and career path. Your faculty mentor will read your Introduction and Goal Statement prior to visiting you at your first site visit. The information you share will guide your conversation with your faculty mentor and will help you both choose an individual project appropriate for you. You can and should help guide the conversation by discussing your education and career goals and next steps toward achieving them.

Individual Project: Individual projects are highly individualized and can range from:

- Completing the Career Readiness Certificate by completing brief modules of the 8 NACE competencies. To access the modules, follow the instructions to “[Practice 21<sup>st</sup> Century Skills](#)” on the [Career Center’s Prepare page](#).
- Reading articles assigned by your faculty mentor about your discipline and writing about them.
- Researching careers on [Career Coach](#) and preparing a comparison of the top 3 that interest you regarding the job outlook, salaries, typical duties, skills required, and education recommended.
- Conducting [Information Interviews](#) of 2 or more professionals in your field and writing a report.
- Writing a resume and cover letter by accessing the resources on the [Career Center’s Resume and Cover Letter page](#).
- Creating/recording a [1-Minute Commercial](#) using the [template](#) on the [Career Center’s Interview page](#).
- Completing a work-based project at the site where you’re interning/working, for example:
  - Preparing a learning manual for your position,
  - Creating a video, PowerPoint, or other presentation for a staff meeting or conference, or
  - Evaluating a worksite project, activity, or policy and preparing a report.
- Developing a more individualized project in consultation with your faculty mentor.

### FINAL REFLECTIVE ESSAY

Your Final Reflective Essay must follow all guidelines for college-level writing, including grammar, punctuation, spelling, and formatting. Tutoring and peer review of writing are available, free to MiraCosta students; see the “Student Support” section of the syllabus (page 6) for information. For full credit, you must follow all instructions below. Doing so may allow you to qualify to compete for the CIWEA Hyink \$1,000 Scholarship; for more information, contact the Career Center at 760.795.6772 or at [careers@miracosta.edu](mailto:careers@miracosta.edu).

1. Use only Microsoft Word doc or docx format. Double-space the essay; use a 12-point font. Do not exceed 750 words. Poorly written essays or those with numerous errors will not receive full credit.
2. Essay topic: How My Internship/Work Experience Has Influenced My Career Choice. (You may create your own essay title, but your essay must address this topic.)
3. Create a cover page with the essay title, your name, MiraCosta College, and the total number of words in the essay.
4. Save your essay, along with the cover page, with the file name that contains your first and last name and .MiraCosta.2. Example: (SampleStudent.MiraCosta.2)
5. Your essay will be evaluated for the following:
  - a. How well you address the topic
  - b. Impact of the WEE on your career choice
  - c. Creativity
  - d. Clear and well-written content
  - e. Level of analysis/reflection.

## Assignment Details (continued)

### SITE VISITS

Your faculty mentor will visit your worksite twice during the semester. They are not visiting to observe you, but rather to talk with you and your supervisor about your respective responsibilities. You are to confirm with your supervisor the meeting date and time suggested by your faculty mentor. All three of you are to attend both meetings. However, at the first meeting, your supervisor may be excused after the Learning Agreement has been completed and the Supervisor Evaluation has been introduced. This will allow your faculty mentor to discuss your performance on submitted assignments and ideas for your Individual Project with only you.

The first site visit will be early after your class has begun; ideally, it should be after your faculty mentor has read and graded your Orientation Quiz, Introduction and Goal Statement, and reviewed the SMART goals you drafted for each. The purpose of the first site visit is to:

- finalize your SMART goals and complete the Learning Agreement
- discuss opportunities for you to develop competencies listed on the Supervisor Evaluation
- determine whether you will be completing the Career Ready Guide as your Individual Project or choosing a different project and establish the due dates
- choose a due date for your Final Reflective Essay
- schedule the second site visit.

The second site visit will be toward the end of the semester, ideally, after you have met each of your SMART goals and finished your Individual Project. The purpose of the second site visit is for:

- you to self-assess how well you completed your SMART goals
- your supervisor to assess how well you completed your SMART goals
- your supervisor to confirm the hours you worked each month as you reported on Canvas
- your faculty mentor to facilitate a discussion between your supervisor and you regarding your competency ratings and how you might continue to improve them. (See the Supervisor Evaluation of Student Intern/Employee form on page 14.)

### MONTHLY REPORTING OF HOURS

As you read on pages 3 and 5 of this syllabus, you must intern or work 54 hours for each unit of credit in which you enrolled. By the fifth of the following month, you are to submit on Canvas the total hours you worked that month *and* the cumulative hours you worked since the start of this class. You also are to include comments about your progress toward meeting each of your SMART learning objectives, relevant news about your position or company, and insights into your industry, performance, and/or education and career goals.

## Assignment Details (continued)

### **REQUIRED FORMS:**

Two of your assignments – the Learning Agreement and the Supervisor Evaluation of Student Intern/Employee – must be completed, with input, by your supervisor and maintained by the college as a record of your participation in this class. These two assignments are to be completed on the forms provided in the Site Visits module on Canvas (Unit 3) and included for reference in this syllabus. Each form is discussed below.

### **LEARNING AGREEMENT**

The Learning Agreement serves as a learning contract between you, your faculty mentor, and your supervisor and plays an important role in the two meetings you will have with your faculty mentor and your supervisor. At the first meeting, you will discuss and finalize your draft SMART goals with your faculty mentor and your supervisor. Then, when everyone agrees that your SMART goals meet all five of the characteristics of a SMART goal and that they will enhance your skills and/or discipline knowledge, you will record them on the Learning Agreement. At the second meeting, your supervisor will assess how well you met each of your SMART goals. You, too, will assess how well you met each SMART goal and you will identify specific factors that affected your level of achievement.

As discussed above, at the end of each month you will record your monthly and cumulative hours on Canvas. Your faculty mentor will record your hours on the Learning Agreement everyone signed at the first site visit. At the second site visit, your supervisor will verify the hours you reported working and initial your total hours.

### **SUPERVISOR EVALUATION OF COMPETENCIES**

Students participating in a WEE class have the opportunity to develop and strengthen the skills and competencies employers demand. One of the requirements for this class is that your supervisor evaluate your skills and competencies. A sample of the Supervisor Evaluation of Workplace Competencies is on page 14; it was developed from research conducted by [National Association of Colleges and Employers \(NACE\)](#) and [LinkedIn](#).

Before you complete your first assignment, take some time to assess your proficiency level in each of the areas that will be assessed by your supervisor. This class presents you with the opportunity to develop your skills to above average and excellent levels of proficiency by completing the Career Ready Guide and by initiating activities in your WEE position. In addition to increasing employers' demand for you as a valued member of the company or organization, developing and strengthening each of the skills described on the Supervisor Evaluation to the best of your ability will contribute to your employment readiness and your contribution as a member of the global workforce.



# LEARNING AGREEMENT

Student Name \_\_\_\_\_ ID \_\_\_\_\_ # of Units \_\_\_\_\_

MiraCosta College Internship & Work Experience Education  
 1 Barnard Drive, #8A, Oceanside, CA 92056 P: 760.795.6772 E: [careers@miracosta.edu](mailto:careers@miracosta.edu)

The student satisfies program expectations and guidelines. The site supervisor meets with the faculty mentor and student twice to evaluate the student's performance and to verify total hours worked. The faculty mentor awards credit for the student's successful completion of course requirements. *Coverage for student interns is valid only during the dates the student is enrolled. There is no expectation of employment upon completion.*

## FIRST SITE VISIT

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

- Student develops and writes one SMART goal per unit of credit, below, after student, faculty, and supervisor discussion.
- Schedule 2<sup>nd</sup> Site Visit. Date: \_\_\_\_\_
- Determine Individual Project or Career Ready Guide; choose due date: \_\_\_\_\_
- Confirm Final Reflective Essay Due Date: \_\_\_\_\_

**SMART GOALS:** Each semester, students must identify new SMART goals. These are formulated by the student, then discussed with and approved by both the worksite supervisor and the faculty mentor.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Phone \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Email \_\_\_\_\_ Phone \_\_\_\_\_ Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Company Name \_\_\_\_\_ Faculty Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## SECOND SITE VISIT

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

- Evaluate SMART goals. Student self-assesses and identifies factors affecting achievement. (Student & Supervisor rate performance of each goal, below, and initial at right of table.)
- Verify recorded monthly and cumulative semester hours completed. (Supervisor initials at bottom right of document.)
- Evaluate student's competencies. (Supervisor completes Supervisor Evaluation of Student Intern/Employee.)

### SMART GOALS EVALUATION

**Rating Scale:** 4 = Excellent (A); 3 = Above Average (B); 2 = Average (C); 1 = Below Average (D); 0 = Did Not Accomplish

|                       | Objective #1 | Objective #2 | Objective #3 | Objective #4 | Initials |
|-----------------------|--------------|--------------|--------------|--------------|----------|
| Student Evaluation    |              |              |              |              |          |
| Supervisor Evaluation |              |              |              |              |          |

**Hours Worked:** Faculty mentor transcribes and totals student's hours from Canvas. Supervisor initials to verify.

Jan. \_\_\_\_\_ Feb. \_\_\_\_\_ Mar. \_\_\_\_\_ Apr. \_\_\_\_\_ May \_\_\_\_\_ June \_\_\_\_\_ **Total** \_\_\_\_\_  
 (Supr. Initials)

July \_\_\_\_\_ Aug. \_\_\_\_\_ Sept. \_\_\_\_\_ Oct. \_\_\_\_\_ Nov. \_\_\_\_\_ Dec. \_\_\_\_\_ **Total** \_\_\_\_\_  
 (Supr. Initials)



# Internship & Work Experience Education

## Supervisor Evaluation of Student Intern/Employee

MiraCosta College, 1 Barnard Drive, Oceanside, CA 92056; P: 760.795.6772; E: [careers@miracosta.edu](mailto:careers@miracosta.edu)

Student Name: \_\_\_\_\_ Student I.D. #: \_\_\_\_\_

Company/Organization: \_\_\_\_\_ Student Job Title: \_\_\_\_\_

**Rating Scale:** 4 = Excellent (A); 3 = Above Average (B); 2 = Average (C); 1 = Below Average (D); NA = Not Applicable

| Competencies   | 4 | 3 | 2 | 1 | N<br>A | Comments |
|--|---|---|---|---|--------|----------|
| <b><u>Communication (NACE, MCC, LI, NWoW)*:</u></b><br>Articulates thoughts effectively; speaks and writes well.   |   |   |   |   |        |          |
| <b><u>Critical Thinking/Problem Solving (NACE, MCC, LI, NWoW)*:</u></b><br>Exercises sound reasoning and analytical thinking; researches sources.                            |   |   |   |   |        |          |
| <b><u>Collaboration/Teamwork (NACE, MCC, LI, NWoW)*:</u></b><br>Builds collaborative relationships with colleagues and customers.  |   |   |   |   |        |          |
| <b><u>Digital Technology/Information Literacy (NACE, MCC, LI, NWoW)*:</u></b><br>Uses appropriate technology for the task, including AI; discerns results.                   |   |   |   |   |        |          |
| <b><u>Diversity, Equity, Inclusion (NACE, MCC, NWoW)*:</u></b><br>Respects & appreciates different cultures, races, genders, religions, etc.                                 |   |   |   |   |        |          |
| <b><u>Career and Self-Development (NACE, MCC, NWoW)*:</u></b><br>Skills for ongoing personal, academic, and professional growth.   |   |   |   |   |        |          |
| <b><u>Professionalism/Ethical Reasoning &amp; Action (NACE, MCC)*:</u></b><br>Recognizes ethical actions in a variety of settings; demonstrates integrity; acts responsibly. |   |   |   |   |        |          |
| <b><u>Leadership (NACE, MCC)*:</u></b><br>Uses interpersonal skills to coach and develop others.   |   |   |   |   |        |          |
| <b><u>Analytics (MCC, LI)*:</u></b><br>Asks appropriate questions, analyzes information, develops hypotheses.  |   |   |   |   |        |          |
| <b><u>Adaptability (LI, NWoW)*:</u></b><br>Sees change as an opportunity; open to new tasks, roles, viewpoints.  |   |   |   |   |        |          |
| <b>OVERALL COMMENTS:</b>   |   |   |   |   |        |          |

\*Reference [NACE](#), [MiraCosta College \(MCC\)](#), [LinkedIn \(LI\)](#), or [New World of Work](#) for more information about the skill.

\_\_\_\_\_  
Supervisor's Printed Name

\_\_\_\_\_  
Supervisor's Signature Date

\_\_\_\_\_  
Faculty Mentor's Printed Name

\_\_\_\_\_  
Faculty Mentor's Signature Date

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student's Signature Date