

FACS 2206
Experiential Learning in
Family and Consumer Sciences Manual
Summer Semester

Family and Consumer Sciences
Abraham Baldwin Agricultural College
Tifton, GA

Table of Contents

Topic	Page #/Appendix
Introduction	3
Criteria	4
Procedure for Beginning	5
Student Protection	6
Dismissal Policy	7
Responsibilities of Student	8
Responsibilities of Site Supervisor	9
Responsibilities of Faculty Advisor	10
Appendix	
Agreement in Place of Employment	A
Site Approval	B
Student Information Form	C
Memorandum of Understanding	D
Daily Log	E
Weekly Time Log	F
Midterm Evaluation by Supervisor	G
Midterm Evaluation by Student	H
Final Evaluation by Supervisor	I
Final Evaluation by Student	J
Guidelines for Written Report	K
On-Site Visitation Form	L
Student Evaluation Rubric	M
Faculty Advisor's Log	N
Materials & Evaluation Devices Checklist	O

Introduction

The experiential learning in family and consumer sciences constitutes an essential element in the education process as the student applies the knowledge obtained in academic courses to work and professional settings. For each experiential learning experience, three or more individuals are involved: the student, the site supervisor, and the faculty advisor. This manual outlines responsibilities, procedures, criteria, and forms that should be referred to throughout the experience so that all parties involved have a clear understanding of the experiential learning process.

The experiential learning course has proven to have mutual benefits for everyone. For the student, it becomes an excellent opportunity for transition from classrooms and laboratories to the professional environment. For the site supervisor, it offers the chance to work with persons who have recently been involved in educational experiences and are eager to learn how to apply their newly acquired knowledge in the workplace and professional setting. For college faculty and staff, it offers the chance to make connections with businesses and develop and enhance programs.

The cooperation and collaboration of all parties involved is needed in order for this to be a meaningful experience. Therefore, suggestions and/or concerns should be immediately shared with the Family and Consumer Sciences faculty at ABAC.

FACS 2206

Criteria for Experiential Learning in Family and Consumer Sciences

Course Objectives: The objectives of the Experiential Learning in Family and Consumer Sciences course include:

1. Provide students an opportunity to apply knowledge and skills obtained in the classroom and laboratory in the professional environment.
2. Provide students the opportunity to refine communication skills with clientele, colleagues, peers, and supervisors.
3. Provide students an orientation to the work environment, operations, and procedures.
4. Assist students in the transition from student status to professional status.
5. Assist students in developing and refining problem-solving techniques.
6. Enhance students' personal development of positive work attitudes, values, and habits, self-confidence, responsibility, and develop a better understanding of career options, and a realistic appraisal of strengths.

Credit Hour Requirements: Students should complete minimum of 80 hours over the 8 week summer semester unless otherwise approved by faculty advisor and site supervisor.

Site Eligibility: The employer must provide work, learning, and professional experiences appropriate to the student's chosen career objective. Field experiences may be arranged with present employers only when new and additional experiences and responsibilities are provided and when these experiences reflect the professional career area of the student. Students requesting that their experience be completed at their current place of employment will need to submit the form found in Appendix A. All sites need to be approved prior to initiating the experiential learning course by the Faculty Advisor.

Guidelines for Enrolling in FACS 2206 Experiential Learning in Family and Consumer Sciences:

1. Must be a Family and Consumer Sciences Technology major.
2. Students must have completed a majority of their major courses before being considered for this course. All decisions must be approved by departmental professor before implementation.
3. Must have a GPA of 2.0
4. Experiential learning sties are off-campus and should be planned and coordinated by the student, faculty advisor, and site supervisor.
5. A wage may be paid to the student by the cooperating site if possible. Wage decisions are between the student and the cooperator.

Evaluation:

1. Faculty advisors have the primary responsibility of determining the merits of each student's experiential learning course, directing it, and accepting reports and assigning the grade.
2. Grades will be based on written materials and other course evaluation tools used and outlined in this handbook.
3. Final grades will be in the format of A, B, C, D, F.

Procedure Prior to Beginning the Experiential Learning Course

All steps must be complete before beginning the experience. Contact the Faculty Advisor at any time during this process for assistance.

1. Obtain a copy of the FACS 2206 Experiential Learning in Family and Consumer Sciences Manual from the Faculty Advisor.
2. Attend a mandatory orientation meeting with Faculty Advisor.
3. Explore possible sites for experience and interview for positions.
4. Complete **Site Approval Form** (Appendix B) and submit to Faculty Advisor for approval. If the student is requesting that the field experience be completed at his/her current place of employment, the form in Appendix A should also be submitted.
5. Complete the **Student Information Form** (Appendix C) as soon as position is secured.
6. Provide site supervisor with the **Memorandum of Understanding** (MOU) (Appendix D). The MOU should be signed by the student, site supervisor, and faculty advisor before the student begins the experience.

Student Protection

Personal Use of Auto:

Students should not transport clients in their private vehicles. If a student transports a client, the student's private auto insurer may cover any injury incurred while transporting clients. Students are encouraged to contact their personal auto insurance for specific details.

Safety/Health:

Specific experiential learning sites may require health and/or security requirements. Each student is responsible for becoming informed as to the policies of his/her placement site and to complete those requirements prior to beginning the experience. Examples: background security check, immunizations, or health insurance.

Background Checks:

If a student receives a negative background check, he/she faces the possibility of rejection by the experiential learning site. It is important to take care of preliminary screenings prior to the beginning of the course. If a student receives a negative a background check, he/she must withdraw from the course and take action necessary to correct the situation before enrolling again.

Dismissal Policy from Experiential Learning Course

Dismissal from a placement site for reasons listed below will result in a final grade of “F” for the course.

Students may be dismissed from the experience for the following reasons:

1. **Violation of procedures, policies, or ethics of the cooperating field experience agency as judged by the agency or the faculty advisor.** This would include such behaviors as violations of confidentiality, deliberately and continually disobeying a supervisor, acting in such a way as to put clients or agency staff in physical or emotional jeopardy, acting in such a way as to place the agency in an ineffective or extremely embarrassing position, or other similar deliberate and/or continual acts of misconduct or infractions of rules.
2. **Acting in an unprofessional manner.** Students may be dismissed for engaging in unprofessional behavior which, as judged by the agency or faculty advisor severely diminishes the effectiveness of the agency; places clients, staff, or innocent bystanders in physical or emotional jeopardy; tends to represent self as having more authority, control, power, credentials, or ability than that of a student; or any other unprofessional behavior that seriously calls into question an individual student’s ability to handle the demands of the experience.
3. **Gross incompetence or negligence.** The agency or faculty advisor will determine when gross incompetence or negligence has occurred. These would include acts that endangered the physical or psychological health of clients, staff, or others, having the effect of creating unnecessary risks and dangers for clients, staff, or the general public.

Students may initiate a request in writing to re-enter the experiential learning course. In most cases, students will be expected to take at least a semester to address their performance problems before enrolling in FACS 2206 course again.

Responsibilities of the Student

1. Attend an Experiential Learning in Family and Consumer Sciences Orientation meeting to learn about all the requirements and expectations.
2. Prepare a resume to present to potential site supervisors. Resume must be reviewed by Faculty Advisor. The Career Development Office in the Student Development Center on campus is also a valuable resource to utilize in completing a resume.
3. Interview at proposed work sites following consultation with the Faculty Advisor. It is the student's responsibility to apply for a position and to obtain the Faculty Advisor's permission prior to accepting a position.
4. If necessary, complete the **Experiential Learning Agreement in Place of Employment Application** (Appendix A) with the site supervisor.
5. When a potential field experience site is found submit the **Site Approval Form** (Appendix B) to the Faculty Advisor for approval.
6. Complete the **Student Information Form** (Appendix C), indicating start and completion dates and site information.
7. Meet with the site supervisor and faculty advisor prior to beginning experience to discuss learning objectives and activities of the experience. The **Memorandum of Understanding** (Appendix D) should also be completed at this time.
8. Work the full assigned time: minimum of 80 hours for the 8 week semester. Time should be worked in blocks of two to three hours. One hour is insufficient.
9. Report to site on-time and dressed appropriately.
10. Keep a **Daily Log** (Appendix E) of activities performed and a reaction to those activities along with a **Weekly Time Log** (Appendix F) of hours worked each week. A copy of your Weekly Time Log signed by your site supervisor, and the Daily Logs will be submitted to the Faculty Advisor on a weekly basis.
11. Complete the **Mid-Term Evaluation By Student** (Appendix H) and **Final Evaluation by Student** (Appendix J). The student evaluates him/herself using these forms.
12. Complete **Written Final Report** and submit to faculty advisor on designated date. Guidelines for this report are found in Appendix K the handbook.
13. Notify the Faculty Advisor and the Site Supervisor immediately of any situation that may prevent the performance of assigned duties.

Responsibilities of the Site Supervisor

1. Interview students interested in a position for the experiential learning course.
2. If necessary, complete the **Experiential Learning Agreement in Place of Employment Application** (Appendix A) with the student.
3. Meet with the student and Faculty Advisor prior to beginning the experience to discuss learning objectives and activities of the experience. The **Memorandum of Understanding** (Appendix D) should be signed at this time.
4. Discuss expected dress code and expected duties of the student.
5. If necessary, assign a work supervisor who will provide mentoring, guidance, direction, and constructive criticism for the student.
6. Provide the opportunity for a meaningful educational experience.
7. Involve the student in as many aspects of the operation/business as possible.
8. Provide a safe workplace and advise the student of any unforeseen concerns associated with the workplace.
9. Contact the Faculty Advisor in the event of special problems or concerns.
10. Complete the **Midterm Evaluation by Supervisor** (Appendix G) and the **Final Evaluation by Supervisor** (Appendix I). The site supervisor should use these forms to evaluate the student.
11. Sign the **Weekly Time Log** (Appendix F) verifying the number of hours worked each week. A copy of the Weekly Time Log and the Daily Logs will be turned into the Faculty Advisor by the student.
12. Assure that adequate time is available during normal working hours for both the work site supervisor and student to conduct consultations, conferences, instruction, and feedback.
13. Notify the Faculty Advisor immediately of any situation that may prevent the performance of assigned duties or any situations regarding the faculty member's attention.
14. Contribute to the program by suggesting ideas for improvement to the faculty advisor.

Responsibilities of the Faculty Advisor

1. Orient students to the course by conducting an orientation meeting.
2. Suggest possible placements.
3. Work with the site supervisor and student to establish learning objectives and experiences.
4. Review and file all completed requirements (forms, weekly time logs, daily logs, mid-term and final evaluations, and written final report) from students.
5. Make regular contact with the site supervisors to determine the progress of the student.
6. Maintain records of all visitations, communications, and written appraisals.
7. Assess student performance.

Appendix A

Family and Consumer Sciences Experiential Learning Agreement in Place of Employment Application

Site Name: _____
Site Address: _____
Site Phone Number: _____
Site Supervisor: _____
Student Name: _____
Length of Employment at Site: _____

Student's employment status and job description:

What kind of work assignments does the student now have?

What will be the new or changing focus between employment and the experiential learning course?

The student's experiential learning course work will be _____ per week, totaling _____ hours per semester. In addition, the student will be expected to work _____ hours per week in their non-student, regular employment role.

Student _____
Date _____

Current Work Supervisor _____
Date _____

Faculty Advisor _____
Date _____

Appendix B

Site Approval Form

Student Contact Information

Name: _____ Major: _____

Faculty Advisor: _____

Student Email: _____ Year in School: _____

Student Telephone #: _____

Expected Graduation Date: _____

Site Proposed

Name of Organization: _____

Supervisor: _____

Supervisor's Telephone #: _____

Position Title: _____

Position Description/Role in Organization:

Approval Process

The Department of Family and Consumer Sciences has the right to accept or deny the site proposed for the experiential learning course. Prior to beginning the course, obtain the signatures of the student and site supervisor and then return this form to the faculty advisor. Any hours worked for the organization will not qualify for the experiential learning course until this form is completed and the site is approved.

Faculty Advisor: _____

Approved Denied	Notification given to Student _____
--------------------	-------------------------------------

Appendix C

Student Information Form

To be filled out by student, please type or print.
Return as soon as position is secured.

Student Information

Name: _____ Student ID: _____

Major: _____

Semester Registered for Experience: _____

Advisor: _____

Starting Date: _____ Ending Date: _____

Telephone Number: _____

Email address: _____

Site Information

Site Name: _____

Physical Address: _____

Mailing Address: _____

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Email: _____

Telephone Number: _____

Fax Number: _____

Appendix D

Memorandum of Understanding (MOU)

Semester _____ Year: _____
 Major: _____

Student's Name: _____

Agency: _____

Agency Address: _____

Agency Phone: _____

Experiential Learning Dates:

- First Day: _____
- Anticipated Final Day: _____

Planned Schedule:

- Days: _____
- Hours: _____

Purpose of this MOU: The purpose of this MOU is to assure that all parties agree to perform their respective responsibilities in order that the student may fulfill the requirements for this course.

<p>The student agrees to fulfill the following responsibilities:</p>	<ol style="list-style-type: none"> 1. Attend an Experiential Learning in Family and Consumer Sciences Orientation meeting to learn about all the requirements and expectations. 2. Prepare a resume to present to potential site supervisors. Resume must be reviewed by Faculty Advisor. The Career Center in the Student Development Center on campus is also a valuable resource to utilize in completing a resume. 3. Interview at proposed work sites following consultation with the Faculty Advisor. It is the student's responsibility to apply for a position and to obtain the Faculty Advisor's permission prior to accepting a position. 4. If necessary, complete the Experiential Learning Agreement in Place of Employment Application (Appendix A) with the site supervisor.
--	---

	<ol style="list-style-type: none"> 5. When a potential field experience site is found submit the Site Approval Form (Appendix B) to the Faculty Advisor for approval. 6. Complete the Student Information Form (Appendix C), indicating start and completion dates and site information. 7. Meet with the site supervisor and faculty advisor prior to beginning experience to discuss learning objectives and activities of the experience. The Memorandum of Understanding (Appendix D) should also be completed at this time. 8. Work the full assigned time: minimum of 80 hours for the 8 week semester. 9. Report to site on-time and dressed appropriately. 10. Keep a Daily Log (Appendix E) of activities performed and a reaction to those activities along with a Weekly Time Log (Appendix F) of hours worked each week. A copy of your Weekly Time Log signed by your site supervisor, and the Daily Logs will be turned submitted to the Faculty Advisor on a weekly basis. 11. Complete the Mid-Term Evaluation by Student (Appendix H) and Final Evaluation by Student (Appendix J). The student evaluates him/herself using these forms. 12. Complete Written Final Report and submit to faculty advisor on designated date. Guidelines for this report are found in Appendix K the handbook. 13. Notify the Faculty Advisor and the Site Supervisor immediately of any situation that may prevent the performance of assigned duties.
<p>The site supervisor agrees to fulfill the following responsibilities:</p>	<ol style="list-style-type: none"> 1. Interview students interested in a position for the experiential learning course. 2. If necessary, complete the Experiential Learning Agreement in Place of Employment Application (Appendix A) with the student. 3. Meet with the student and Faculty Advisor prior to beginning the experience to discuss learning objectives and activities of the experience. The Memorandum of Understanding (Appendix D) should be signed at this time. 4. Discuss expected dress code and expected duties of the student. 5. If necessary, assign a work supervisor who will provide mentoring, guidance, direction, and

	<p>constructive criticism for the student.</p> <ol style="list-style-type: none"> 6. Provide the opportunity for a meaningful educational experience. 7. Involve the student in as many aspects of the operation/business as possible. 8. Provide a safe workplace and advise the student of any unforeseen concerns associated with the workplace. 9. Contact the Faculty Advisor in the event of special problems or concerns. 10. Complete the Midterm Evaluation by Supervisor (Appendix G) and the Final Evaluation by Supervisor (Appendix I). The site supervisor should use these forms to evaluate the student. 11. Sign the Weekly Time Log (Appendix F) verifying the number of hours worked each week. A copy of the Weekly Time Log and the Daily Logs will be turned into the Faculty Advisor by the student. 12. Assure that adequate time is available during normal working hours for both the work site supervisor and student to conduct consultations, conferences, instruction, and feedback. 13. Notify the Faculty Advisor immediately of any situation that may prevent the performance of assigned duties or any situations regarding the faculty member's attention. 14. Contribute to the program by suggesting ideas for improvement to the faculty advisor.
<p>The Faculty Advisor agrees to fulfill the following responsibilities:</p>	<ol style="list-style-type: none"> 1. Orient students to the course by conducting an orientation meeting. 2. Suggest possible placements. 3. Work with the site supervisor and student to establish learning objectives and experiences. 4. Review and file all completed requirements (forms, weekly time logs, daily logs, mid-term and final evaluations, and written final report) from students. 5. Make regular contact with the site supervisors to determine the progress of the student. 6. Maintain records of all visitations, communications, and written appraisals. 7. Assess student performance.

Signatures

Student: _____

Site Supervisor: _____

Faculty Advisor: _____

Date

Appendix E

Daily Log

Day & Date: _____
Times Worked: _____
Hours Completed: _____

The daily log is an account of what activities a student does at work each day. The record should include date/times of work, experiences gained, jobs performed, and reaction to those activities.

Activities:

Describe the actual work you performed and/or work done by others you observed and experiences gained.

Reaction(s):

Describe how the activities relate to the various classes you have taken and/or what you learned that might influence what you do in similar situations in the future. Use this space to reflect on the activities of the day.

Appendix F

FACS 2206

Experiential Learning in Family and Consumer Sciences

Weekly Time Log

(Staple the Weekly Time Log to the front of the Daily Log and submit to the Faculty Advisor)

Student: _____

Agency: _____

Agency Supervisor: _____

Week of : _____

Day/Date	Time In	Time Out	Hours	Total Hours	Supervisor's Signature
Monday/ August 21	2:00 P.M.	4:00 P.M.	2	2	
Tuesday/ August 22	2:00 P.M.	5:00 P.M.	3	5	

Times absent: _____

Reason for any Absences:

New experiences this week:

Experiences or skills student would like to gain:

Supervisor's signature: _____ Date: _____

Appendix G

Midterm Evaluation by Supervisor

FACS 2206 Experiential Learning in Family and Consumer Sciences

Directions: Two evaluations should be completed (one from the site supervisor and one from the student). The site supervisor and the student should review and discuss their completed evaluations with each other. Both evaluations should be submitted to the faculty advisor at ABAC.

Student Name: _____ Date: _____

Supervisor's Name:

Site: _____

1. What duties and assignments has the student been performing during the experiential learning course to date?

2. Is the student qualified in the areas in which he/she has been working? If not, has anything been done to assist the intern (either by the student, site supervisor, or faculty advisor) in becoming more competent and qualified? Why or why not?

3. What other learning experiences would you like to see the student participate in the time remaining? Have these been discussed with the student?

Midterm Work Performance Evaluation by Supervisor

Category	Rating					
	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
I. Productivity						
Volume of work						
Quality of work						
Steadiness/Ability to concentrate						
Knowledge of work						
Interest in work						
Attention to detail						
Organizational skills						
Time Management Skills						
Attendance						
Punctuality						
II. Interpersonal Skills						
Meeting people						
Working with others						
Oral communication						
Following instructions						
Written communication						
Listening						
Relationship with supervisor						
Relationship with coworkers						
III. Personal						
Presentable in appearance/dress						
Initiative (resourcefulness, enterprise)						
Tact						
Accuracy						
Judgment (ability to analyze & make decisions)						
Patience						
Creativity						
Self-Confidence						
Cooperation (team player, willingness to work for others)						
Flexibility						
Dependability (consistent, reliable)						
Leadership (maturity, goal & objective oriented)						
Motivation						
Reaction to stress						
Works well independently						
Determination (ability to follow through & use problem-solving skills)						

Please comment on the student's areas needing improvement in relation to the above traits.

Please comment on the student's strengths in relation to the above traits.

Overall Performance: Outstanding Very good Average Fair Unsatisfactory
At this point

Signature of Supervisor: _____ Date: _____

I have read the midterm evaluation completed by the site supervisor and the site supervisor has reviewed it with me (the student).

Signature of Student: _____ Date: _____

I have read the mid-term evaluation completed by the site supervisor and reviewed the evaluation with all participants.

Signature of Faculty Advisor: _____ Date: _____

Appendix H

Midterm Evaluation by Student

FACS 2206 Experiential Learning in Family and Consumer Sciences

Directions: Two evaluations should be completed (one from the site supervisor and one from the student). The site supervisor and the student should review and discuss their completed evaluations with each other. Both evaluations should be submitted to the faculty advisor at ABAC.

Student Name: _____ Date: _____

Supervisor's Name:

Site: _____

1. What duties and assignments have you been performing during the internship experience to date?

2. Are you qualified in the areas in which you have been working? If not, has anything been done to assist you (either by the site supervisor or faculty advisor etc.) in becoming more competent and qualified? Why or why not?

3. What other learning experiences would you like to have in the time remaining? Have these been discussed with the site supervisor and the faculty advisor?

Midterm Work Performance Evaluation by Student

Category	Rating					
	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
I. Productivity						
Volume of work						
Quality of work						
Steadiness/Ability to concentrate						
Knowledge of work						
Interest in work						
Attention to detail						
Organizational skills						
Time Management Skills						
Attendance						
Punctuality						
II. Interpersonal Skills						
Meeting people						
Working with others						
Oral communication						
Following instructions						
Written communication						
Listening						
Relationship with supervisor						
Relationship with coworkers						
III. Personal						
Presentable in appearance/dress						
Initiative (resourcefulness, enterprise)						
Tact						
Accuracy						
Judgment (ability to analyze & make decisions)						
Patience						
Creativity						
Self-Confidence						
Cooperation (team player, willingness to work for others)						
Flexibility						
Dependability (consistent, reliable)						
Leadership (maturity, goal & objective oriented)						
Motivation						
Reaction to stress						
Works well independently						
Determination (ability to follow through & use problem-solving skills)						

Please comment on your areas needing improvement in relation to the above traits.

Please comment on your strengths in relation to the above traits.

Overall Performance: Outstanding Very good Average Fair Unsatisfactory
At this point

Signature of Student: _____ Date: _____

I have read the midterm evaluation completed by the student and reviewed it with the student.

Signature of Supervisor: _____ Date: _____

I have read the midterm evaluation completed by the student and reviewed the evaluation with all participants.

Signature of Faculty Advisor: _____ Date: _____

Appendix I

Final Evaluation by Supervisor

FACS 2206 Experiential Learning in Family and Consumer Sciences

Directions: Two evaluations should be completed (one from the site supervisor and one from the student). The site supervisor and the student should review and discuss their completed evaluations with each other. Both evaluations should be submitted to the faculty advisor at ABAC.

Student Name: _____ Date: _____

Supervisor's Name:

Site: _____

1. What duties and assignments has the student been performing since the midterm evaluation?

2. Is the student qualified in the areas in which he/she has been working? If not, has anything been done to assist the student (either by the student, site supervisor, or faculty advisor) in becoming more competent and qualified? Why or why not?

3. Comment on how the student has responded to suggestions made at the midterm evaluation:

4. How would you evaluate the student's overall performance? Provide justification for response.

The site supervisor should also indicate an overall course grade. The grade should be in letter format of A, B, C, D, or F. Grade: _____

This is not the only consideration used in assigning a grade. This should be used to give the student and faculty advisor a judgment by the site supervisor of the overall performance of the student.

Final Work Performance Evaluation by Supervisor

Category	Rating					
	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
I. Productivity						
Volume of work						
Quality of work						
Steadiness/Ability to concentrate						
Knowledge of work						
Interest in work						
Attention to detail						
Organizational skills						
Time Management Skills						
Attendance						
Punctuality						
II. Interpersonal Skills						
Meeting people						
Working with others						
Oral communication						
Following instructions						
Written communication						
Listening						
Relationship with supervisor						
Relationship with coworkers						
III. Personal						
Presentable in appearance/dress						
Initiative (resourcefulness, enterprise)						
Tact						
Accuracy						
Judgment (ability to analyze & make decisions)						
Patience						
Creativity						
Self-Confidence						
Cooperation (team player, willingness to work for others)						
Flexibility						
Dependability (consistent, reliable)						
Leadership (maturity, goal & objective oriented)						
Motivation						
Reaction to stress						
Works well independently						
Determination (ability to follow through & use problem-solving skills)						

Please comment on the student's areas needing improvement in relation to the above traits.

Please comment on the student's strengths in relation to the above traits.

Overall Performance: Outstanding Very good Average Fair Unsatisfactory

Signature of Supervisor: _____ Date: _____

I have read the final evaluation completed by the site supervisor and the site supervisor has reviewed it with me (the student).

Signature of Student: _____ Date: _____

I have read the final evaluation completed by the site supervisor and reviewed the evaluation with all participants.

Signature of Faculty Advisor: _____ Date: _____

Appendix J

Final Evaluation by Student

FACS 2206 Experiential Learning in Family and Consumer Sciences

Directions: Two evaluations should be completed (one from the site supervisor and one from the intern). The site supervisor and the intern should review and discuss their completed evaluations with each other. Both evaluations should be submitted to the college supervisor at ABAC.

Student Name: _____ Date: _____

Supervisor's Name:

Site: _____

1. What duties and assignments have you been performing since the midterm evaluation?

2. Are you qualified in the areas which you have been working? If not, has anything been done to assist you (by site supervisor or college supervisor, etc.) in becoming more competent and qualified? Why or why not?

3. Comment on how you have responded to suggestions made at the midterm evaluation:

4. How would you describe/evaluate your overall performance? Provide justification.

The student should indicate an overall course grade for him/herself. The grade should be in letter format of A, B, C, D, or F. Grade: _____

This is not the only consideration used in assigning a grade. This should be used to give the faculty advisor a judgment by the student of his/her overall performance during the course.

Final Work Performance Evaluation by Student

Category	Rating					
	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
I. Productivity						
Volume of work						
Quality of work						
Steadiness/Ability to concentrate						
Knowledge of work						
Interest in work						
Attention to detail						
Organizational skills						
Time Management Skills						
Attendance						
Punctuality						
II. Interpersonal Skills						
Meeting people						
Working with others						
Oral communication						
Following instructions						
Written communication						
Listening						
Relationship with supervisor						
Relationship with coworkers						
III. Personal						
Presentable in appearance/dress						
Initiative (resourcefulness, enterprise)						
Tact						
Accuracy						
Judgment (ability to analyze & make decisions)						
Patience						
Creativity						
Self-Confidence						
Cooperation (team player, willingness to work for others)						
Flexibility						
Dependability (consistent, reliable)						
Leadership (maturity, goal & objective oriented)						
Motivation						
Reaction to stress						
Works well independently						
Determination (ability to follow through & use problem-solving skills)						

Please comment on the areas needing improvement in relation to the above traits.

Please comment on the strengths in relation to the above traits.

Overall Performance: Outstanding Very good Average Fair Unsatisfactory

Signature of Intern: _____ Date: _____

I have read the final evaluation completed by the student and re viewed it with the student.

Signature of Supervisor: _____ Date: _____

I have read the final evaluation completed by the student and reviewed the evaluation with all participants.

Signature of Faculty Advisor: _____ Date: _____

Appendix K

Guidelines for Written Final Report

- Typed, double-spaced, 1 inch margins
- Cover page with student name, course information, due date
- Background sketch of the organization
 - Location, nature of business
 - Resources (personnel, etc)
 - Basic organization outline (departments, chain of command)
 - Key personnel (synopsis of their experience, training, attitude, etc)
- A summary of the experiential learning activities
 - Your place in the organization, scope of your job, specific tasks, duties, supervisory activities, routine or typical daily activities for the group for which you worked
- How courses taken at ABAC related to the work
 - Consider courses taken that you feel were particularly relevant to your professional goals and the experiential learning experience
 - Courses student suggests be added to the program or curriculum changes needed to better prepare students for an experiential learning course.
- A reflection by the student on the experience
 - Have you learned what you initially thought you would?
 - Was there anything not covered that you felt should have been?
 - What areas of your job performance do you feel you could improve upon?
 - In what areas do you feel most competent?
 - Has your opinion of the field that you are working in been changed in any way as a result of this experience?
 - Could you have prepared yourself better beforehand to get more out of this experience? How?
- In terms of your career goals, what was the most important thing you learned during your internship?
- Photographs and snapshots of projects completed during the experience (If available)
- Any additional information that will aid in giving a complete reflection of the experience

Appendix L

On-Site Visitation by Faculty Advisor Form

Student: _____

Business/Agency: _____

Site Supervisor: _____

Date of Visit: _____

Comments: (Can include site supervisor, student, and faculty advisor)

Signatures:

Student: _____

Site Supervisor: _____

Faculty Advisor: _____

Appendix M

**FACS 2206 Experiential Learning Experience
in Family and Consumer Sciences
Student Evaluation Rubric**

	Points Available	Points Earned*	Comments
Observations made during visit by Faculty Advisor	15		
Mid-term Evaluation & Conference (2 reports, one from student & one from site supervisor)	40		
Final Evaluation & Conference (2 reports, one from student & one from site supervisor)	40		
Final Written Report by Student	35		
Fulfilled "number of hours" requirement	40		
Weekly Time Logs & Daily Logs	80		
Total Points for these assignments	250		
Final Grade			

*Points will be deducted for all late assignments. Points will be deducted if number of agreed upon hours as indicated in the training agreement are not fulfilled. *Final letter grade is contingent upon total points earned and evaluations throughout the semester by the faculty advisor and the site supervisor.*

Appendix N

Faculty Advisor's Log of Weekly Activities

Student: _____

	Weekly Time Log with Daily Record attached <i>10 points* per week</i>	Number of Hours for the week	Number of Total Hours	Comments
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				

*Reports must be thorough, complete, well-written, on-time and with appropriate signatures to receive full credit.

Appendix O

FACS 2206 Experiential Learning Experience in Family and Consumer Sciences Materials and/or Evaluation Devices Checklists:

Initials and date should be provided by Student, Site Supervisor, and Faculty Advisor where appropriate

- 1. Experiential Learning Experience Course Syllabus:** The course syllabus will list contact information and office hours of the faculty advisor, the course description, course objectives, and ABAC academic honesty and attendance policies, evaluation methods, and grading scale.

Reviewed: _____ Date: _____

- 2. Student Responsibilities:** A list of expectations has been given to the student prior to beginning the experience. The list of expectations communicates to the student professional behaviors expected during the experience. The document provides detailed information about the forms that need to be completed to fulfill course requirements.

Reviewed: _____ Date: _____

- 3. Site Supervisor Responsibilities:** A set of guidelines to be used by the site supervisor that explains his/her duties during the course.

Reviewed: _____ Date: _____

- 4. Faculty Advisor Responsibilities:** A set of guidelines to be used by the faculty advisor that explains his/her duties during the course.

Reviewed: _____ Date: _____

- 5. Experiential Learning Experience Agreement in Place of Employment Application:** This document will include the site name, site address and phone number, site supervisor's and student's names. The student's employment status and job description, current work assignments, explanation of the new or changing focus between current work assignments and experiential learning experiences. The student's experiential learning time will be distinguished from the student's regular employment roles.

Reviewed: _____ Date: _____

- 6. Memorandum of Understanding (MOU):** The MOU is a document outlining the responsibilities of all participants. The student, site supervisor, and faculty advisor will sign the MOU agreeing to perform their respective duties. The MOU will state the terms of involvement such as beginning and ending dates for the experience, hours to be worked, and rights for the site supervisor and/or faculty advisor to dismiss the student.

Reviewed: _____ Date: _____

- 7. Daily Log of Activities:** The student will keep a daily log of activities. The record should include date/times of work, experiences gained, jobs performed, and reaction to those activities. The daily log should be submitted each week with the weekly time log stapled to the front of it. It is recommended that the student make a copy of the weekly and daily logs for his/her own records.

Reviewed: _____ Date: _____

8. Weekly Time Log: The student will complete a weekly log. The student should respond to the following criteria on the form:

- Weekly schedule
- New experiences during the week
- Experiences or skills the student would like to gain
- Times absent from duty
- Reasons for absence
- Lines for signatures for the student and site supervisor

The weekly log form will be a method of communicating to the faculty advisor the activities of the week. The site supervisor should review the weekly log attached to the daily logs with the student and discuss the student's performance that week.

Reviewed: _____ Date: _____

9. Midterm Evaluation Form: Two midterm evaluation forms will be completed, one from the student and one by the site supervisor. The midterm evaluation and final evaluation forms will be very similar. The midterm evaluation should be a time to address strengths and areas needing improvement by the student and any concerns held by the student and/or the site supervisor. The midterm evaluation form contains a discussion portion and a rubric rating scale. Both parties should respond to the listed discussion questions. A rating of outstanding, good, average, fair, unsatisfactory, or not observed should be issued for the criteria on the rubric rating scale.

A meeting with the student and site supervisor should be held to review the midterm evaluations in order to comment on strengths and areas needing improvement.

Reviewed: _____ Date: _____

10. Final Evaluation Form: Two final evaluation forms will be completed, one by the student and one by the site supervisor. The final evaluation form contains a discussion portion and a rubric rating scale. Both parties should respond to the listed discussion questions. A rating of outstanding, good, average, fair, unsatisfactory, or not observed should be issued for the criteria on the rubric rating scale.

The student should indicate an overall course grade for him/herself. The site supervisor should also indicate an overall course grade. The grade should be in letter format of A, B, C, D, or F. The site supervisor will have additional space to comment on how the student has responded to suggestions made at the midterm evaluation.

Reviewed: _____ Date: _____

11. On Site Visitation Form: The on site visitation form is to be completed by the faculty advisor when observing the student during the site visitations. The form will be used to highlight strengths and weaknesses observed. Areas needing improvement will also be addressed. The site supervisor will make comments on the form as well as the faculty advisor. The faculty advisor will review the form with the student. The site supervisor, faculty advisor, and student will sign the form.

Reviewed: _____ Date: _____

12. Final Report: A written final report will be completed by the student. The report will be evaluated by the faculty advisor.

Reviewed: _____ Date: _____

13. Intern Evaluation Rubric: The faculty advisor will use a rubric to bring all of the evaluation tools together onto one single page. Each of the methods of evaluation will count for a specific number of points towards the overall grade. The rubric will reflect the overall score for each of the evaluation methods.

Reviewed: _____ Date: _____