

*Work Based Learning*  
*Workbook*  
**GASTON COLLEGE**

*Student's Name*

*Semester*

*Course WBL 111-23*

*Faculty Coordinator*

*Grade*

*Employer*

*Supervisor*

*Company Address*

*Phone*

*Completed Workbook due to Faculty Coordinator by*

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## **Vision Statement**

Gaston College will be viewed as the premier post-secondary educational resource in the region, consistently recognized as an exceptional community college and known in the state and nation for successful and innovative programs.

## **Mission Statement**

Gaston College is an open-door public community college, located in Gaston and Lincoln counties, that promotes student success and lifelong learning through high caliber, affordable, and comprehensive educational programs and services responding to economic and workforce development needs.

The mission of the Dietetic Technician Program is to develop and train competent graduates who will provide high quality services in the field of dietetics and nutrition nationwide.

## **Accreditation**

Gaston College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Gaston College.

The Dietetic Technician Program at Gaston College received initial accreditation on April 22, 2006 from the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is the credentialing agency for the Academy of Nutrition & Dietetic (AND).

Academy of Nutrition and Dietetics (AND)

Headquarters

120 South Riverside Plaza, Suite 2000

Chicago, Illinois 60606

800/877-1600

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

800/877-1600, ext. 5400

Fax: 312/899-4817

## **Equal Opportunity/Affirmative Action**

Gaston College is committed to affirmative action and equal opportunity in employment and education, and does not discriminate against current or potential employees or students on the basis of race, color, religion, sex, national origin, age, or disability. Inquiries or complaints concerning the college's affirmative action/equal opportunity policy should be directed to the following individuals: Human Resources Director or Director of Counseling, 201 Highway 321 South, Dallas, NC 28034 or call 704.922.6200.

# Gaston College

## Work Based Learning Work Agreement

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The following statements constitute the agreement on which participation in the Work Based Learning Program at Gaston College is based:

### Placement and Employment Procedures

Gaston College and the cooperative employer agree to observe placement procedures and employment practices which conform to all federal, state, and local laws and regulations (including nondiscrimination toward any participant or employee because of race, color, religion, sex, veteran's status, handicap, or national origin).

### College Responsibilities

- Assess the student's skills, capabilities, and career objectives.
- Refer the student to interested employer(s).
- Provide consultation and coordination service between the student, the employer, and the College.
- Approve and evaluate the student's Measurable Learning Objectives (MLO's) for each training period.
- Make arrangements for and conduct on-site visits with the student and his/her supervisor.
- Approve all Work Based Learning on-site facilities and immediate supervisor's qualifications (this will be conducted by the Dietetic Technician Program faculty coordinator).
- Require on-site supervisors to submit resume prior to the start of the Work Based Learning experience (submit resume to the Dietetic Technician faculty coordinator).

### Employer Responsibilities

- Provide meaningful and challenging work for the student which is closely related to the student's academic program of study.
- Provide a minimum of at least 160 or 320 hours of employment per semester depending on course credit assigned.
- Insure that duties remain in accordance with the job description.
- Provide thorough supervision of student employee.
- Assist the student in developing Measurable Learning Objectives (MLO's).
- Permit on-site visits by a Gaston College representative(s).
- Notify the Work Based Learning Office at least one week before any action which might result in the termination or change of employment status of the student.
- Encourage the student to continue his or her higher education to completion.
- Pay WBL student at a level consistent with regular employees in a similar training situation unless volunteering.
- Provide the WBL student a safe working environment and Workmen's Compensation Liability Insurance during the training period or if volunteering, student should sign a release form.
- Agrees that the Work Based Learning experience must be clearly based on new responsibilities for students who are currently employed by facility.

### Student Responsibilities

- Report punctually and regularly for work.
- Strive to do the best job possible for the employer.
- Conduct yourself at all times in accordance with the employer's work rules.
- Notify the employer promptly if unable to work for any reason.
- Develop Measurable Learning Objectives (MLO's) in conjunction with on-site supervisor and Gaston College faculty coordinator.

- Maintain a minimum 2.0 GPA or Work Based Learning Office approval.
- Agrees not to conduct Work Based Learning experience in his/her current employed position.

**State of Cooperation**

I fully understand the responsibilities of all parties involved in this Work Based Learning Agreement and shall make a sincere and reasonable effort to make this a successful learning experience.

**Student** \_\_\_\_\_

**On-site Supervisor** \_\_\_\_\_

**Faculty Coordinator** \_\_\_\_\_

# RELEASE AGREEMENT

I, \_\_\_\_\_, understand that I have been accepted for a Work Based  
WBL Student's Name

Learning work assignment. The work and learn partnership will involve **Gaston College** and

\_\_\_\_\_. I acknowledge that the college will assume no financial  
WBL Employer

responsibility in the event of any accident or illness suffered by said student as a result of the student's  
educational activities while enrolled in the WBL class at **Gaston College**.

I also understand that I am personally responsible for seeing that arrangements are made through personal  
insurance or private funds to cover costs incurred for the medical, surgical, or emergency treatment of an  
accident or illness suffered while involved in the WBL partnership between the college and the employer.

The presence of the student's signature on this form acknowledges that the student understands the information  
stated in the release agreement. This agreement must be signed at the time of the initial enrollment in the WBL  
Program.

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**Student Signature**

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**Faculty Coordinator Signature**

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**WBL Representative Signature**

## Family Rights and Privacy Act- Release of Student Information

Gaston College has a long-standing commitment to the protection of students' rights and privacy of information. Gaston College complies with the provisions of the Federal Family Educational Rights and Privacy Act of 1974, State of North Carolina Law, and the State Department of Education Division of Community College rules. These federal and state requirements relate to accessibility and confidentiality of student records.

Gaston College Policy & Procedures Manual, section 4-31, Confidentiality and Access of Student Records, provides pertinent and detailed information concerning classification of student records. Detailed information is also provided in the Gaston College Student Handbook.

# Summary of WBL Regulations

**As a WBL student you are expected to meet the following requirements:**

## Academic Requirements

- Have a 2.0 overall grade point average (GPA) (may be higher depending on department) or departmental approval and maintain that GPA while participating.
- Meet the eligibility requirements for WBL in your curriculum area and be recommended for WBL by a faculty member.

## Participation Requirements

- Complete all paperwork and return to the WBL office.
- Attend all meetings and seminars required by the WBL program.
- Inform WBL staff of acceptance of WBL position, any changes in address, withdrawal from program, or any problem which may arise.
- Remain in the work experience for the entire period unless special arrangements are made with the WBL office and the employer.
- Complete the Work Agreement, MLO's, and the WBL Workbook and return to the faculty coordinator.
- If withdrawal from the program occurs, the student should return the workbook to his/her faculty member with up-to-date information. (This should include the Work Based Learning Work Agreement, MLO's, time report, and/or supervisor's evaluation.)

## College Requirements

- Register for the appropriate WBL course each semester.
- Adhere to all College regulations to remain in good standing with the institution.
- Fulfill all obligations concerning registration.

## WBL Grading Policy

**A passing grade** (A, B, C, D) will be assigned **only** after the complete workbook has been received. Determining your final grade is the responsibility of the WBL faculty coordinator. The following factors will be considered in determining your final grade:

- The employer's overall evaluation of the objectives.
- Input received from your on-site supervisor during visits.
- Input received from you during the on-site visits.
- A thorough completion of the student's self-evaluation and time/wage report form.

# The Meaning of Work Based Learning

**This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.**

The program involves a cooperative effort between employers and the college: the college teaches basic skills and principles useful in practical work situations; the employer provides a specific and practical work experience. Through combining on-site job training with classroom learning, Gaston College students are better prepared to meet the challenges of a changing technological society. This develops a well-rounded student who finds the transition from college to the world of work easier.

## The Workbook

The purpose of the Work Based Learning Workbook is to:

- Help the student focus on “learning” during the WBL work experience.
- Provide the student with a basis through which the goals to be accomplished during the work experience may objectively be established.
- Provide for the evaluation of MLO's and work habits.
- Provide for the maintenance of an accurate record of work hours and wages earned during the semester.

## Steps to Complete Workbook

1. Provide information required on the outside cover.
2. Write Measurable Learning Objectives (MLO's) on page 6A or 6B and sign your name in the space provided.
3. Obtain an approval signature on your MLO's from your on-site supervisor.
4. Make arrangements to review the MLO's with your **faculty coordinator** to obtain an approval signature.
5. Maintain workbook while working toward accomplishing your MLO's during the semester.
6. Have your on-site supervisor complete the employer evaluation on page 8.
7. Complete time/wage form on pages 10 and 11. The form must be signed and verified by your on-site supervisor.
8. Complete student's self-evaluation on pages 12 and 13.
9. Submit completed workbook on or before the date indicated on the front cover of the WBL workbook or acquire special approval from your faculty coordinator. If the workbook is not turned in on time, the Cooperative Education Office will give an incomplete (**I**) grade.



## MLO INSTRUCTION SHEET

### What are Measureable Learning Objectives (MLO)?

Measurable Learning Objectives (MLO's) are goals that a student plans to accomplish by the end of the semester. During the WBL job orientation, the employer and the student should agree on MLO's for the work period. The MLO's must be directly related to the student's classroom studies and enhance the student's creative, problem solving, and technical skills as well as personal improvement. Faculty Representative and Supervisor must approve the MLO's.

Credit is granted for *learning* that occurs as a result of working and not for actual *work done* on the job. Learning objectives are the most effective method to assess the extent and value of this type of learning.

### Writing MLO Guidelines

Students should carefully review the job duties and responsibilities with the supervisor at the WBL work site, noting areas in which the student can gain or develop new skills, increase their knowledge or improve their work ethic. Broad general statements should be avoided and limit objectives to those that can be accomplished during a single semester.

The structure of an MLO statement combines four major components to form a single sentence. The components are:

- **Activity** – the desired outcome or expected achievement. Use action words such as:  
demonstrate      describe      develop      draw      design  
operate      perform      discuss      summarize      increase
- **Forecast** - the proposed level of accomplishment (expressed numerically whenever possible)
- **Time Frame** – the expected completion date (by date)
- **Evaluation** – the stated method of measurement (evaluated by - - - )

### Examples of well written MLO's:

By the end of the semester (Time), I will perform managerial activities of day-to-day operations (Activity) while job shadowing my director (Forecast) to the satisfaction of my supervisor (Evaluation).

By the end of the semester (Time), I will plan and implement two socially interactive activities with staff (Activity) to promote teamwork on a weekly basis (Forecast).

By the end of the semester (Time), I will increase my typing speed (Activity) from 50 to 60 wpm while maintaining or decreasing my present error rate (Forecast) as judged by my supervisor (Evaluation).

By the end of the semester (Time), I will be able to accurately balance charges and payments (Activity) for each doctor at the end of the day.

## DIETETIC TECHNICIAN WBL MEASUREABLE LEARNING OBJECTIVES

AND Competencies/ Learning Outcomes	MLO's	MLO's to be Accomplished By the end of the semester	On-site Supervisor's Initials and Rating (0-100%)
CDT 1.1	Access data, references, patient education materials, consumer and other information from credible sources		
CDT 1.2	Evaluate consumer information to determine if it is consistent with accepted scientific evidence		
CDT 1.3	Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria		
CDT 1.4	Implement actions based on care plans, protocols or policies		
CDT 2.1	Adhere to current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics		
CDT 2.2	Use clear and effective oral and written communication		
CDT 2.3	Prepare and deliver sound food and nutrition presentations to a target audience		
CDT 2.4	Demonstrate active participation, teamwork and contributions in group settings		
CDT 2.5	Refer situations outside the dietetic technician scope of practice or area of competence to the Registered Dietitian or other professional		
CDT 2.6	Participate in professional and community organizations		
CDT 2.7	Establish collaborative relationships other health care professionals and support personnel to effectively deliver nutrition services		
CDT 2.8	Demonstrate professional attributes within various organizational cultures		
CDT 2.9	Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration		
CDT 3.1	Perform nutrition screening and identify clients or patients to be referred to the Registered Dietitian		
CDT 3.2	Perform specific activities of the nutrition care process ( a-e below) as assigned by the Registered Dietitian in accordance with the Scope of Dietetic Practice for individuals, groups and populations in a variety of settings:		
	a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered		
	b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (RES) statements		
	c. Plan and implement nutrition interventions to include		

	prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention		
	d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis		
	e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting		
CDT 3.3	Provide nutrition and lifestyle education to well populations		
CDT 3.4	Promote health improvement, food safety, wellness and disease prevention for the general population		
CDT 3.5	Develop print and electronic nutrition education materials for disease prevention and health improvement that are culturally sensitive, age appropriate and designed for the educational level of the audience		
CDT 3.6	Perform supervisory functions for production and service of food that meets nutrition guidelines, cost parameters, health needs		
CDT 3.7	Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals		
CDT 4.1	Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services		
CDT 4.2	Perform supervisory, education and training functions		
CDT 4.3	Participate in legislative and public policy activities		
CDT 4.4	Use current informatics technology to develop, store, retrieve and disseminate information and data		
CDT 4.5	Participate in development of a plan for a new service including budget		
CDT 4.6	Assist with marketing clinical and customer services		
CDT 4.7	Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment		

Strengths:

Areas for improvement:

Student \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Faculty Coordinator \_\_\_\_\_ Date \_\_\_\_\_

\*Opportunities to demonstrate all competencies may or may not be available in a practice setting.

# Evaluation Procedures for Employer

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## Overview

The following instructions give you, the on-site supervisor, guidelines for completing evaluation forms included in this workbook.

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### Student's Measurable Learning Objectives (**Page 6A or 6B**)

Please evaluate how well the student has achieved each of the stated objectives. Rate the student with a percentage between 0% and 100%.

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### Employer's Evaluation of Work Based Learning Student (**Page 8**) Student's Time/Wage Report (**Pages 10 and 11**)

Please take the following steps to ensure credit is given and wages are reported at the end of the semester.

- complete the evaluation form on **page 8** as objectively as possible
- verify the data in the time/wage report on **pages 10 and 11** as being accurate
- review the complete workbook (including evaluation) with the student
- return the workbook to the WBL student sometime during the week specified on the front cover.

**NOTE:** The student is responsible for completing the self-evaluation and returning the workbook to the faculty coordinator by either the date specified on the front cover or one determined by the department.

# Employer Final Evaluation of WBL Student

Name of Student \_\_\_\_\_

This form must be completed by the WBL on-site supervisor/employer.

Please evaluate the student objectively, comparing him or her with other students of comparable academic work or with other personnel assigned similar jobs, or with individual standards. Please check each box that applies to your WBL student.

Evaluation Criteria	Exceptional	Very Good	Average	Marginal	Not Applicable	Comments
Relationship with others						
Judgment						
Ability to Learn						
Communication skills						
Teamwork						
Dependability						
Quality of work						
Leadership ability						
Attitude						
Punctuality						
Attendance						
Potential for greater responsibility						

Describe the WBL student's strength. \_\_\_\_\_

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Comments: \_\_\_\_\_

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**Signature of WBL on-site supervisor/employer**

**Signature of Student**

## Time and Wage Report

It is the student’s responsibility to provide an accurate time and wage report. Before academic credit can be granted, **ALL SIGNATURES** are required.

The breakdown of credit hours is as follows:

- 1 credit hour = 160 work hours
- 2 credit hours = 320 work hours
- 3 credit hours = 480 work hours (**only by Director’s approval**)

### Grade of Incomplete (I)

Students who need extra time to complete the objectives of the WBL course because of unusual circumstances may receive a grade of an “**I**” (**Incomplete**). The Faculty Coordinator must approve this in advance. The “**I**” is compiled in the GPA as “**0**” quality points, which means the student will not be on the President’s List or the Dean’s List and could affect financial aide and/or scholarships until it is removed. However, when a student completes the provisions necessary for the removal of an “**I**”, the “**I**” will be removed from the student’s record and a grade awarded.

### Time and Wage

In order for a WBL student to receive academic credit, an account of time and days worked must be recorded by the student (including wages earned, if applicable) and verified by the on-site supervisor. This information is **strictly confidential**.

Your attendance is recorded on the time and wage report and signed by you and your immediate on-site supervisor. If this is not properly done correctly, a grade of “**I**”, “**F**”, or “**X**” will be given.

Below is an example of the time/wage report:

Week Worked	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Total Hours Worked	Total Wages
08/17/14-08/23/14				4.50	4.0	4.0		12.50	87.50
08/24/14-08/31/14		3.0	3.0	3.25	3.0	3.75		16.00	112.00
<b>Total</b>								<b>28.50</b>	<b>199.50</b>

**IMPORTANT: Calculate and Report total hours worked each day.**

**Please use the following time measurements to record your work hours:**

**.25 = 15 minutes**

**.50 = 30 minutes**

**.75 = 45 minutes**

## Time and Wage Report

Student's name \_\_\_\_\_ Total hours for semester \_\_\_\_\_

Employer \_\_\_\_\_ Total wages before taxes \_\_\_\_\_

**Important: If the example on Page 9 is not followed your workbook will be returned to your Faculty Coordinator.**

Month _____, 20____									
Week Worked	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Total Hours Worked	Total Wages
<b>Total</b>									

Month _____, 20____									
Week Worked	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Total Hours Worked	Total Wages
<b>Total</b>									

**I certify that the above time report is an accurate statement of the hours worked.**

\_\_\_\_\_  
Student's signature



**On-site supervisor's signature**

Continuation of "Time/wage report"

**Important: If the example on Page 9 is not followed your workbook will be returned to your Faculty Coordinator.**

Month _____, 20____									
Week Worked	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Total Hours Worked	Total Wages
<b>Total</b>									

Month _____, 20____									
Week Worked	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Total Hours Worked	Total Wages
<b>Total</b>									

**I certify that the above time report is an accurate statement of the hours worked.**

---

**Student's signature**

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**On-site supervisor's signature**

# Student's Self-Evaluation

Please evaluate your WBL work experience. This information will be used to evaluate the position. It is for **WBL office use only** and will **not** be seen by employers.

Name \_\_\_\_\_

Job Title \_\_\_\_\_

1. What were your specific duties and responsibilities in your WBL position? **Use attached sheet if needed.** \_\_\_\_\_

\_\_\_\_\_

2. Explain how you succeeded in meeting your Measurable Learning Objectives. Be specific. **Use attached sheet if needed.**

Objective #1 \_\_\_\_\_

\_\_\_\_\_

Objective #2 \_\_\_\_\_

\_\_\_\_\_

Objective #3 \_\_\_\_\_

\_\_\_\_\_

3. Describe any significant positive or negative experience(s) that helped you learn something important. Use attached sheet if needed. \_\_\_\_\_

\_\_\_\_\_

4. Explain how your WBL work experience has helped in your efforts to accomplish your career goals.

\_\_\_\_\_

\_\_\_\_\_

5. Did your supervisor show interest in your learning and professional growth?

\_\_\_\_\_

*Continuation of "Self-Evaluation"*

6. What training was available? \_\_\_\_\_  
\_\_\_\_\_

7. Would you accept a position with this employer after graduation? \_\_\_\_\_ Yes  
If no, please explain \_\_\_\_\_ \_\_\_\_\_ No  
\_\_\_\_\_  
\_\_\_\_\_

8. Would you recommend this position for other WBL students? Why or Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Did the WBL staff and the faculty coordinator assist you with this experience? \_\_\_\_\_  
\_\_\_\_\_

10. How can the WBL staff improve its service to student? \_\_\_\_\_  
\_\_\_\_\_

11. Have you received any feedback concerning your performance on the job? \_\_\_\_\_  
\_\_\_\_\_

12. Do you have additional comments? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Use attached sheet if more space is needed.**

**Attached Sheet**

## Faculty Coordinator

**Please make sure the following areas have been completed:**

- Signatures of the student, on-site supervisor, and you
- Attendance (total hours and wages) assessment
- Visitation form with dates
- Mid-term Evaluation Assessment
- Employer Evaluation
- Student Self-Evaluation

Comments: \_\_\_\_\_

\_\_\_\_\_

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**Final Grade**

\_\_\_\_\_  
**Faculty Coordinator's Signature**

\_\_\_\_\_  
**WBL Representative Signature**