



## STUDENT EMPLOYMENT REFERENCE FORM

Student's Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Program: \_\_\_\_\_ Month/Year of Graduation: \_\_\_\_\_

### STUDENT INSTRUCTIONS:

- 1) Contact the instructor, in advance, to discuss your request and receive permission before using the instructor as a reference.
- 2) Complete this form when requesting a written or verbal reference from your instructor.
- 3) Complete the top portion of this form and sign the authorization section below.
- 4) Send or deliver this form to the evaluating instructor.

This form is only good for the instructor listed below, not multiple people at the College.

### STAFF INSTRUCTIONS:

- 1) Instructors who provide a reference for a student to any employer must first have a signed, written authorization from the student.
- 2) Instructors need to keep this copy of authorization for their records in their possession.

INSTRUCTOR / SUPERVISOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### Family Educational Rights and Privacy Act of 1974 (FERPA)

Family Educational Rights and Privacy Act of 1974, as amended, governs the release of information to the public. Directory information can be released without the student's consent. A student can request the College not to release directory information. Contact the Registrar's Office for more information. This must be done each semester.

The Registrar is the custodian of student records and is responsible for the administration of compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA applies to the release of student education records and affords students certain rights regarding those records. The law also requires institutions to advise students of their rights concerning education records and of certain categories of public information that the College has designated as directory information. The essence of the act is that college students must be permitted to inspect their own educational records. School officials may not disclose personally identifiable information about students nor permit inspection of their records without the student's written permission with some expectations.

Please view the Student Handbook and/or the Student Right to Know for detailed information. These publications are available online at [morainepark.edu](http://morainepark.edu).

### AUTHORIZATION

I hereby authorize (name of instructor/supervisor) \_\_\_\_\_ to provide information about my academic performance including classroom and/or lab performance, attendance, attitude and other job-related criteria.

I understand that I may revoke this authorization at anytime by declaration in writing, which will be effective upon delivery to the participating instructor at Moraine Park. I understand all information released prior to receipt of revocation by Moraine Park was authorized. Unless revoked, this authorization remains in effect.

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Moraine Park Technical College has established 5 Career and Life Skills that encompass common learning outcomes that are measured across all programs and co-curricular activities at the college. Each of these skills include four indicators which are assessed individually.

Graduates have a greater chance of success, because employers prefer to hire and promote individuals who:

Achieved	Not Achieved	
		<b>COMMUNICATION</b>
		<b>Written Communication</b> – You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
		<b>Interpersonal Skills</b> – You demonstrate active listening and feedback skills and communicate verbally demonstrating appropriate non-verbal actions to include eye contact and body language.
		<b>Digital Literacy</b> – You demonstrate professionalism and etiquette in all digital communications.
		<b>Presentation Skills</b> – You organize and deliver communication according to the purpose and audience.
		<b>REASONING</b>
		<b>Evidence</b> – You provide evidence and explain your reasoning to support information presented (for example: quantitative evidence – computations and qualitative evidence – peer reviewed sources and APA formatting).
		<b>Problem Solving</b> – You evaluate pertinent information to reach an informed conclusion.
		<b>Creativity</b> – You identify various solutions.
		<b>Critical Thinking</b> – You distinguish between unique approaches and views considering the human, interpersonal, and factual dimensions.
		<b>PROFESSIONALISM</b>
		<b>Work Collaboratively</b> – You meet standards for participation.
		<b>Act with Respect</b> – You demonstrate respect for policies, procedures, and others.
		<b>Meet Deadlines</b> – You prioritize responsibilities to meet deadlines.
		<b>Follow Directions</b> – You adhere to instructions.
		<b>ENGAGEMENT</b>
		<b>Student Life or College Committees</b> – You actively participate in student life or on a college work team or committee.
		<b>Service Learning</b> – You actively participate in a service learning project.
		<b>Volunteerism</b> – You engage in volunteer activities on campus or in the community.
		<b>Networking</b> – You network with other individuals in your program/chosen career field.
		<b>AWARENESS</b>
		<b>Acknowledge Personal Prejudice and Biases</b> – You demonstrate positively through words and actions accepting that your personal beliefs and attitudes may be different from others.
		<b>Appreciate Others' Perspectives</b> – You demonstrate consideration for other individuals regardless of differences.
		<b>Value Individual Strengths and Differences</b> – You include strengths and opinions of others to complete projects.
		<b>Demonstrate Local and Global Awareness</b> – You demonstrate an understanding of and curiosity for local and world events and views.

Comments:

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