

# *Course of Study*

## *Senior Internship Program*

**Warren County Career Center**

**3525 North State Route 48  
Lebanon, Ohio 45036**

**Adopted 05-17-07**

*This document is for the use of the staff at Warren County Career Center.  
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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# *Acknowledgements*

## **Senior Internship Program Warren County Career Center**

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WCCC Administrative Team  
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Senior Internship Program Advisory Committee  
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## *Statement of Recommendation*

The Senior Internship Program Advisory Committee at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Senior Internship Program.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 05-17-07

## ***Warren County Career Center Vision Statement***

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

## ***Warren County Career Center Mission Statement***

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

## ***Warren County Career Values***

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

## *Course Design*

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

## *Course Philosophy*

We believe that the primary philosophy for the Senior Internship Program involves placing students in meaningful career-based learning experiences to provide student with opportunities for "first hand" experiences in a work setting of a career of their interest.

We believe that the Senior Internship Program will provide students with the technical knowledge, manipulative skills, and the personal-social attitudes necessary for employment upon graduation or for entrance into a post-secondary institution.

We believe that positive personal attitudes and social development will be provided for through the program's internship schedule.

We believe the Senior Internship Program should enable students to develop a positive self-image and sense of pride in his/her chosen field of interest.

## ***Course Goals***

The course goals for Management and Business Activities (MBA) Internship Program are to:

1. Have student work with mentors, supervisors, co-workers and others to accomplish assigned tasks that contribute to the long and short-term goals of the host organization.
2. Follow as closely as possible the Internship Learning Plan designed for each student for each internship site.
3. Apply basic skills and knowledge to “real world” business settings and learn new skills that are relevant to the individual organization.
4. Have the student use and reflect upon the internship in terms of post secondary/career options.
5. Develop employability and basic business/technology competencies that enable students to enter and advance in a changing workplace.

## *Course Description*

The Senior Internship Program is a senior only, one-half day program that will provide each student with several opportunities for exploration in their areas of career interest, as well as classroom instruction in support of such exploration. By providing these opportunities to students this program will assist students in making more informed education and career decisions.

Student internships will be in various fields based upon student interest. Such areas include, but are not limited to, healthcare, trades, arts, business, law enforcement, legal, education, public service and any and all other professional careers in which a student may have an interest.

This class offers the best of both worlds. The senior remains at their home high school for morning academic classes and then travels to the Warren County Career Center for in-class activities/projects or to an internship site for career experience.

During classroom instruction students will work on/study resume development, portfolio development, employability skills, completing college applications, completing financial aid applications, applying for scholarships, budgeting, personal finance, time management, stress management, interpersonal skills, communication skills, business etiquette, proper business attire, work ethic and computer applications.

Students will compile a portfolio throughout the school year. The seniors will compile weekly reports relating to activities, duties and processes they performed while at their internship site. The portfolio will also include a biography of their mentor(s) and a report on the internship company itself. Time sheets will be included to document individual internship hours. An internship learning plan will be developed by the mentor and the program coordinator to provide an outline of each student's learning activities.

## *Academic and Technical Integration*

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

## *Technology*

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21<sup>st</sup> century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

## ***Job Shadowing/Internships/Career Placement***

The Warren County Career Center Senior Internship Program involves placing students in meaningful career-based learning experiences to complement their classroom learning. The experiences relate to student interests within their chosen areas of career interest. This process is coordinated and supervised by the career-technical instructor/coordinator in charge of the Senior Internship Program.

**Internships** may vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved *Internship Learning Plan* that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to “real world” business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the *Internship Learning Plan*.
4. Reflect upon the internship in terms of post-secondary education/career options.

**The specifics of how these opportunities are offered in this career-technical program are:**

Each student is placed in internships based upon his/her areas of career interests. The internship schedule is as follows:

First Quarter	6-7 weeks internship 2-3 weeks in classroom
Second Quarter	6-7 weeks internship 2-3 weeks in classroom
Third Quarter	6-7 weeks internship 2-3 weeks in classroom
Fourth Quarter	6-7 weeks internship 2-3 weeks in classroom

## ***Students Served***

The population served by this program is twelfth-grade students who have the required number of credits and have an interest in exploring career opportunities, regardless of their educational, economic and/or physical disadvantages.

## *Scope and Sequence*

### **COMMUNICATION SKILLS (Verbal and Written):**

1. Use proper grammar, punctuation, vocabulary and spelling while speaking with mentor, co-workers and customers or while producing written/typed documents.
2. Address people according to proper business standards.
3. Understand and Utilize Proper Interpersonal communication techniques
4. Communicate by telephone in a professional manner when placing a call or answering the telephone.
5. Deliver professional business presentations
6. Enhance presentation delivery using various types of technology
7. Project a professional business image (appearance, voice, grammar, word usage, enunciation, nonverbal communication)
8. Prepare written/typed business documents using various formats
9. Prepare written/typed research reports
10. Maintain proper business etiquette

### **TECHNOLOGY/EQUIPMENT SKILLS:**

1. Use IBM compatible workstations
2. Maintain laser printer
3. Create spreadsheets for business applications
4. Use word processing for business applications
5. Use internet for research purposes
6. Use email for communication purposes

### **MATHEMATICS SKILLS IN PROFESSIONAL OPERATIONS**

1. Perform Professional Business Calculations
2. Calculate percentages, if and when needed
3. Complete various professional forms
4. Understand Financial Data
5. Maintain a checkbook with proper reconciliation
6. Complete bank deposits/records

### **BUSINESS ORGANIZATIONS**

1. Identify types of business ownership and the characteristics of each
2. Identify advantages and disadvantages of various types of business ownership
3. Identify barriers to international trade

### **BUSINESS MANAGEMENT PRACTICES**

1. Identify functions of management
2. Identify management levels and their role in the organization

3. Identify areas of management (human resources, financial, facility, inventory information systems, logistics, accounting) and their relationship to business functions
4. Identify the evolution of management

### **BUSINESS LAW**

1. Identify the laws that regulate business
2. Identify the employment laws that companies must follow

### **ETHICAL BUSINESS BEHAVIOR**

1. Analyze business ethics
2. Identify various types of ethical and unethical business practice
3. Identify types of ethical and unethical employee and manager behaviors
4. Develop a code of ethics
5. Identify potential consequences of unethical business practice
6. Analyze the importance of social responsibility

### **EMPLOYMENT IN PROFESSIONAL CAREERS**

1. Prepare a professional resume
2. Complete professional documents
3. Identify employment opportunities
4. Dress appropriately for job interview and internship experiences
5. Present credentials and goals in a job interview
6. Identify the steps to follow in leaving a business position
7. Prepare portfolio to professional standards

### **EMPLOYABILITY SKILLS:**

1. Display exceptional work ethic
2. Maintain Professional Interview Skills
3. Problem Solving
4. Creative Thinking
5. Plan a career
6. Work responsibly
7. Manage resources
8. Maintain proper business etiquette
9. Display professional work ethic

### **POST-SECONDARY EDUCATION SKILLS**

1. Properly Complete College Applications
2. Properly Complete FAFSA Form
3. Properly Complete Scholarship Applications

## **LIFE SKILLS**

1. Prepare a personal budget
2. Understand Personal Finances
3. Use Professional Time Management Skills
4. Understand the Management of Stress personally and in the workplace

## **INTERNSHIP LEARNING PLAN**

1. Follow the procedures, assignments, projects and/or “hands on” experiences designed by mentor
2. Interact and work as scheduled with professionals at the company/business site
3. Get first-hand experience with materials and technology used by company
4. Develop the ability to work cooperatively with others
5. Learn about career options
6. Gain an understanding of the importance of education beyond high school in preparing for a career
7. Connect what is learned in high school to how it is used in the workplace
8. Develop self-confidence about ability to succeed

## **SAFETY PROCEDURES**

1. Understand basic fire safety procedures both in school and in the workplace
2. Understand basic disaster safety procedures both in school and in the workplace
3. Know location of emergency phone numbers, fire exits and fire extinguishers
4. Use correct lifting procedures.
5. Identify potential safety hazards and remove obvious hazards.
6. Handle all equipment and tools according to established safety procedures.
7. Prevent accidents by adhering to safe practices.
8. Use proper accident reporting procedures
9. Understand and know location of Material Safety Data Sheets

## *Source Documents for Scope and Sequence*

Business & Management Career Cluster ITAC for Career-Focused Education  
Internship Packet, Warren County Career Center

# *Technology Standards*

## **Standard 1: Nature of Technology**

**Students develop an understanding of technology, its characteristics, scope, core concepts\* and relationships between technologies and other fields.**

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

## **Standard 2: Technology and Society Interaction**

**Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.**

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

## **Standard 3: Technology for Productivity Applications**

**Students learn the operations of technology through the usage of technology and productivity tools.**

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

#### **Standard 4: Technology and Communication Applications**

**Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.**

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

#### **Standard 5: Technology and Information Literacy**

**Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.**

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

#### **Standard 6: Design**

**Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.**

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

## **Standard 7: Designed World**

**Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.**

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

# *Performance Measures/Student Assessment/Instructional Strategies*

## **Assessments/Evaluations**

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

## **Instructional Strategies**

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

## **Content Specific Strategies**