



Cleveland High School

CTE Internship Course Syllabus

Course Information

Instructor Information

- **Instructor:** Mary Hunter Waller, CvHS Career Development Coordinator
- **E-mail:** maryolivewaller@johnston.k12.nc.us
- **Website:** bit.ly/cvhscareers

Course Description

Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice.

Eligibility

- Be classified as a JCPS junior or senior during the semester of the internship.
- Be at least 16 years old and have successfully completed at least 2 CTE courses.
- Have an unweighted GPA of at least 2.0.
- Be on track to graduate.
- Be up-to-date on all JCPS Core Career Development Plan lessons in Xello.
- Must apply for this course with the Career Development Coordinator at the school site.

CTE Proof Of Learning & Final Exam

- This course has a local CTE proof of learning, which will be the average of the two quarter grades. The final exam grade counts as 20% of the overall course grade.

Textbook & Course Materials

- **Required Text(s) and Other Readings:**
 - Student interns may be asked to complete required employer-sponsored training at the internship site.
 - [North Carolina's Portrait of a Graduate](#)
- **Career Development Materials:**
 - Xello, a district-supported career information system, will be used to support career development and planning, including required Career Development Plan lessons. To learn more visit <https://cteinjoco.info/career-planning/>
 - Rubin, a supplemental curriculum resource, may be used to enhance work-ready skill development. To learn more visit: rubineducation.com.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check our course Canvas site for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.

Course Scope and Sequence

Standard	Title	Instructional Resources
1	Apply durable employability skills, confidentiality, and resource management in the workplace	North Carolina's Portrait of a Graduate Rubin
2	Apply concepts and technical skills relevant to the workplace	Employer-Sponsored Worksite Training related to skills necessary for successful job performance. This will vary and depend upon the internship site host.
3	Evaluate career opportunities in the aligned pathway	Xello

Course Policies

CTE Interns will be expected to complete required documentation and adhere to the following guidelines:

1. **CREDIT:** CTE Internship is a graded work-based learning experience. Successful students will receive one unit of elective credit. The experience is recorded on the student's transcript. Failure to turn in required assignments and documentation by the deadline could result in dismissal from the course and a failing grade.
2. **WORKSITE RULES:** Students must follow the policies, rules, and regulations specified by their internship site.
3. **BEHAVIOR:** Behavior and dress must be appropriate and professional for the internship site at all times. Interns are responsible for inquiring about appropriate dress/behavior and following accordingly. Remember, you are representing the internship site, the school, the school district, and your Work-Based Learning Coordinator.
4. **WORK HOURS:**
 - a. **Each intern must complete 120 hours at his/her internship site by the end of the semester to receive credit.** Hours may be attained on teacher workdays or other days when school is not in session.
 - b. It is the responsibility of the individual student to sign him/herself in/out at the school site each day according to the procedures determined by your school.
 - c. Interns must maintain a timesheet showing the intern's (1) date and (2) total hours worked. This can be a form generated by your worksite's timekeeper platform or a manual form determined by your Work-Based Learning Coordinator. The timesheet must be uploaded to CANVAS at a minimum of once per month.

5. **ABSENCES:** If you are in violation of the JCPS attendance policy at any time during the internship, you are at risk of being removed from the program with a failing grade.
 - a. In the event of inclement weather (snow, ice, etc.) causing the school to be canceled, delayed, or dismissed early, the student's personal safety on the road should always dictate whether he/she reports to the internship site. JCPS does not require students to report to the internship site in an inclement weather situation. It is always the student's responsibility to communicate with the internship site regarding any absences from work.
 - b. Interns should **leave school grounds immediately** after their last scheduled class. If you need to stay on campus, you must work near the Work-Based Learning Coordinator's office or get a pass to be in another part of the building.
6. **EVALUATIONS:**
 - a. Periodic school-based evaluations are made of each intern's academic, attendance, tardiness, and disciplinary records to verify that all program standards are being maintained. Problems in any of these areas can result in removal from the program with a failing grade.
 - b. The Work-Based Learning Coordinator will make periodic visits to the worksite.
 - c. Employers will be provided with an [intern work experience evaluation](#) periodically throughout the semester. This completed, signed form should be returned to your Work-Based Learning Coordinator by the deadline posted in Canvas. **All ratings on the Student Evaluation Form must be at least developing AND demonstrate growth over time.** Ratings below developing should be discussed with both the internship site sponsor and the Work-Based Learning Coordinator to formulate strategies for improvement. It is the student's responsibility to incorporate the formulated strategies in a manner that results in improved performance and evaluation ratings.
7. **CONCERNS:** If any problems arise during the internship, the student should contact both his/her site sponsor and the Work-Based Learning Coordinator as soon as possible. If you do not feel comfortable discussing this with the site supervisor, please contact the Work-Based Learning Coordinator immediately.

Grading

Communication:

- Students will be enrolled in the **CTE Internship Canvas Course** and should regularly check posted assignments
- Successful students will regularly check their **JCPS email** and adhere to assignment deadlines
- If at any time the student is dismissed from the job site, has issues with their employer, or changes jobs, the CDC must be notified immediately.
- All forms will be created and shared electronically via **JCPS Droplet**.
 - All forms will be completed, signed, and submitted via this cloud-based software.
- Failure to maintain adequate communication and adhere to assignment deadlines could result in a loss of credit for the internship.

CvHS CTE Department Late Work Policy:

- Assignments must be submitted by the due date
 - **Late assignments will result in at least 20% penalty and will not be accepted after 7 calendar days**
 - If an assignment is not submitted by 11:59 p.m. on the 7th day, the final grade will be a “0”
 - **If you have a due date conflict, please email Mrs. Waller, requesting an extension**
 - **Specific situations are at teacher’s discretion**

Coursework:

Portfolio - 60%

Project - 20%

Presentation - 20%

Proof of Learning

Local - the final exam grade is the average of the two quarters

Johnston County Career and Technical Education

For more information about Career & Technical Education in Johnston County Public Schools visit www.CTEinJOCO.info.

CTE Internship Honors Extension:

In addition to the CTE Internship Standard Curriculum, students will **choose 1 from each column** to complete during their first enrollment in the course. If students choose to take the course a second time, they will choose a different activity from each column. If a student fails to submit all required honors extension assignments, he/she will receive standard credit for the course.

Honors Option #1 Xello Lessons <i>(choose one from below)</i>	Honors Option #2 Job-Seeking Skills <i>(choose one from below)</i>	Honors Option #3 Career Planning <i>(choose one from below)</i>
<u>Workplace Skills & Attitudes</u>	<u>Career Interview</u>	<u>Personal Growth Plan & Career Coaching Session</u>
<u>Job Interviews</u>	<u>Elevator Pitch</u>	<u>Important Labor Market Trends and Career Planning</u>

Career Interview

Learning Objectives:

1. To acquire career skills and investigate fields of interest related to the intern's career and college goals
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.

Essential questions:

1. What skills and experiences are needed to be successful in work and college?
2. What do the jobs that the intern is investigating entail?

Student Assignment:

Interview a professional that works in a career related to your career goals.

You may use the following questions during your interview:

1. Introduce yourself and the career professional you are interviewing.
2. What is your job title?
3. What is your educational background?
4. What is the minimum level of education, training, or certifications required to work in this career field?
5. How long have you been working in this career field? How long have you worked at this current location?
6. What are your job duties and responsibilities?
7. What does a typical workday look like? Do you have to work holidays, shifts, or weekends?
8. What skills are needed to be successful in your job?
9. What are some similar or related careers to your job?
10. What is the most rewarding part of your career?
11. What is the most challenging part of your career?
12. What type of personal characteristics has made you successful in your career?
13. Would you recommend this career to a young person today?
14. What advice would you give me if I choose to go into this career?
15. Other questions you would like to ask.....this is your interview.

Final Product:

- Submit a written copy of the interview questions and answers. (Include the interviewees name, where they work, and their work position on the heading of the paper)

OR

- With the interviewees permission, submit a video of the interview.

Create an Elevator Pitch

Learning Objectives:

1. To create an Elevator Pitch
2. To enhance public speaking skills

Essential questions:

1. What is the purpose of an elevator pitch?
2. When should you use an elevator pitch?

Student Assignment:

What is an elevator pitch?

An Elevator Pitch is a speech with the persuasive goal of selling yourself (or your product, business, etc.) to a potential employer or investor. It's all about telling them who you are, what your strengths/background/skills are, and the type of career/position you're looking for.

The name comes from the idea that if you happened to be in an elevator with a person who could change the course of your career for the better, you'd have limited time to speak with them before those elevator doors open and they're gone. Usually, elevator pitches range from 30 seconds to about 1 1/2 minutes.

How to Create an Elevator Pitch

Read this [Indeed.com Article](#) on how to create an Elevator Pitch. Included are examples of Elevator Pitches.

Your Assignment

- Create and deliver an elevator pitch
- Practice, practice, practice!
- Video yourself giving the elevator pitch
- Submit it to your CDC via email by the due date

Personal Growth Plan and Career Coaching Session:

Learning Objectives:

1. To prepare an Individualized Development Plan.
2. To attend a personalized Career Coaching Session to discuss/reflect.

Essential Question:

1. What is an Individualized Development Plan?
2. How can you create and benefit from an Individualized Development Plan?
3. What is career coaching?
4. How can you benefit from personalized career coaching?

Student Assignment:

***Please note there are 2 parts to this assignment**

Personal Growth Plan: How to Create, What to expect?

1. **What is an Individualized Development Plan?** An individual development plan helps employees improve their job performance and achieve their career goals. When most effective, employees and their managers collaborate on action plans that benefit both the individual and the
2. **What are the components of an individual development plan?** An individual development plan should include sections listing:
 - a. Professional goals and aspirations: List career goals, target and actual completion dates. When employees and managers articulate goals, they can more easily assess feasibility and what's needed to achieve them. For employees seeking advancement, plans chart actionable steps that can help improve leadership and other skills. For employees not seeking promotion, goals can be structured around their development within their current role or by ways they'd like to contribute to the company. Plans are a useful tool for managers because they can determine if individuals have fulfilled steps, understand development over time, and assess candidates with more objectivity.
 - b. Strengths and talents: Use the student's CTE Internship Evaluation, if available, or a list of core competencies to identify specific knowledge, skills and talents. Positive feedback is important and stressing strengths helps employees build confidence and readiness for new challenges.
 - c. Development opportunities: List each development opportunity with a corresponding goal. For example, if the development opportunity is "communication skills," the goal might be a satisfactory grade for a course on active listening or public speaking.
 - d. Action plans: Action plans should be specific and achievable. Some common actions include:
 - i. Learn from a mentor
 - ii. Earn professional credentials
 - iii. Cross-train for another position
 - iv. Take on more challenging tasks in your current role
 - v. Conduct an informational interview with
 - vi. Volunteer with community groups

3. Personal Growth Plan Template

Employee Name:

Position and Title:

Date:

List professional goals and aspirations:

List strengths and talents:

List development opportunities:

Action plan (Specific steps or tasks to achieve goals)

Action Step	Target Completion Date	Actual Completion Date
1.		
2.		
3.		
4.		
5.		

Employee Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Career Coaching Session: How to Prepare, What to Expect

- 1. Identify your goals or career area of focus.** Before meeting with your Career Development Coordinator, organize your thoughts and write down any college and/or career goals.
- 2. Be open minded.** If you are uncertain about your college and/or career goals, be open minded and prepared to explore your strengths, interests, and best work options.
- 3. Speak up.** It is important to maintain an open and honest relationship with your Career Development Coordinator. Please share any personal challenges that could have a direct impact on your college and/or career goals (GPA, finances, etc.). The sooner you share this information, the easier it will be to develop a realistic action plan for your future.
- 4. Realize that working with your Career Development Coordinator may require more than just one session.** There's no clear timetable to college/career planning. It truly depends upon the student. While your Career Development Coordinator is a key partner in this process, you must assume responsibility for your future.
- 5. Be prepared to share and discuss your Individual Development Plan.**
- 6. Review this article from Forbes highlighting [10 Things You Should Know About Career Coaching](#)**

Important Labor Market Trends and Career Planning

Learning Objectives:

1. To research current labor market trends.
2. To explore Canva and create a custom labor market trends and career planning graphic.

Essential Questions:

1. What occupations are projected to have the most growth?

Student Assignment:

***Please note there are 2 parts to this assignment**

1. Visit the U.S. Bureau of Labor Statistics (BLS) website and review the [‘Education Level and Projected Openings for 2019-29.’](#)
2. Choose the top three careers that interest you and research trends and projections for that career.
 - a. You can utilize other resources and statistics found on the [BLS website](#) to learn more.
3. Respond to the following questions using the BLS website as your source
4. **Don’t forget to create your Canva-see step #5!**

Career	Why is this career interesting to me?	Job Outlook	Median annual wage	How to become one	What they do	Work Environment

5. Now choose your top career choice and create a Canva graphic.
6. Access Canva from your ClassLink account.
7. Explore Spark or Canva and choose a graphic style to create your career planning collage.
 - a. You must include at least 5 of the 6 topics from the chart above.

