

WORK-BASED LEARNING Program Elements

5974 Work-Based Learning Capstone	
Course Description	<i>Work-Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.</i>
Pre/Co Req	Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway.
Credits	Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least
Counts Toward	Counts as a directed elective or elective for all diplomas
ITCC Course	

CONTENT STANDARDS AND COMPETENCIES	
Competency #	Competency
Domain 1	Core Standard 1: Students will be able to assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.
WBL-1.1	Research multiple career pathways related to the field of interest.
WBL-1.2	Analyze personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
WBL-1.3	Evaluate personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
WBL-1.4	Re-evaluate career pathway plan to determine appropriate postsecondary educational options.

Domain 2	Core Standard 2: Students will be able to understand and apply the personal qualities that affect success.
WBL-2.1	Choose ethical courses of action.
WBL-2.2	Evaluate feedback to improve job performance.
WBL-2.3	Demonstrate a positive customer/client attitude.
WBL-2.4	Utilize appropriate etiquette for various occasions.
WBL-2.6	Analyze discrimination laws and give examples of discrimination.
WBL-2.7	Maintain confidentiality and integrity.
WBL-2.8	Utilize effective communication and interpersonal skills.
WBL-2.9	Demonstrate information, communications, and technology literacy.
Domain 3	Core Standard 3: Students will be able to understand workplace safety and workplace practices.
WBL-3.1	Identify causes of accidents and apply safety procedures to prevent accidents.
WBL-3.2	Develop characteristics of professionalism.
WBL-3.3	Collaborate effectively with team members (classroom or the workplace).
WBL-3.4	Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.
WBL-3.5	Exhibit initiative in learning new skills and improving workplace skills.
WBL-3.6	Summarize emergency preparedness plans for chosen career pathway.
WBL-3.7	Examine workplace regulations, health and safety guidelines and inspections for chosen career pathway.
WBL-3.8	Analyze licensure requirements for facilities and employees in chosen career pathway.
Domain 4	Core Standard 4: Students will be able to develop strategies for an effective transition from school to career.
WBL-4.1	Prepare a formal search, application and interview using the latest trends.
WBL-4.2	Demonstrate personal accountability and work productivity.
WBL-4.3	Develop skills to give and receive constructive criticism.
WBL-4.4	Exhibit leadership and responsibility in the professional setting.
WBL-4.5	Demonstrate critical thinking and problem solving in the professional setting.
WBL-4.6	Evaluate feedback to improve job performance and create professional work habits.
WBL-4.7	Create a five year career goal plan.
Domain 5	Core Standard 5: Students will evaluate their own career portfolio and pathway plan
WBL-5.1	Prepare and update a career portfolio based on a career pathway plan, which will include a resume, sample cover letters, letters of recommendation, examples of work and technical skills, internship or work experience summaries, validation of work/internship experience, industry certifications, documentation of extracurricular and community service activities, and awards

WBL-5.2	Complete the training agreement document with signatures from the employer, internship coordinator, parents, and student
WBL-5.3	Create a training plan (based on content standards) in collaboration with the employer, teacher, and parents that include work-based learning goals and content related standards
WBL-5.4	Create an evidence based presentation portfolio

SAMPLE ACTIVITIES			
Domain	Technical Skills	Activity	Assessment / Evaluation
Domain 1 Career Exploration & Development	<ul style="list-style-type: none"> • Student has knowledge of career pathways related to the field of interest. • Student understands, can evaluate, and re-evaluate their characteristics, abilities, knowledge and skills needed for career success in their chosen career pathway. • Student can create a five-year career portfolio and career plan. 	<ul style="list-style-type: none"> • Students will inventory their skills from a list of skills under each Pathway. There is also an area for skills that are not taught at WCC under other pathways. • Students will, after lecture and videos, write 3 strengths and weaknesses as they would state in a job interview. • For the weakness, they will also explain how they are working towards correcting or improving the weakness. • Students will compare and contrast what they would like to do and what their results are • The students will investigate colleges or other training, career opportunities for that area, and pay. 	<ul style="list-style-type: none"> • Students will complete and turn in the Skills Assessment document for their portfolio. • Students will write 3 strengths and 3 weaknesses they would discuss if they were asked in an interview. They will write how they are working to overcome or improve the weakness. • Students will turn in a worksheet that explains their findings. • Students will create a five year plan with three objectives and describe what steps they will take to achieve these goals.
Domain 2 Personal Qualities	<ul style="list-style-type: none"> • Student can choose ethical courses of action. • Student evaluates feedback to improve job performance. • Student learns new skills and applies them to the job. • Student demonstrates accountability, leadership, and responsibility. • Student applies critical thinking skills to the job. • Student demonstrates appropriate etiquette and a positive attitude with customers/clients. • Student maintains confidentiality and integrity. 	<ul style="list-style-type: none"> • Students will be given scenarios of interview situations and appropriate responses. • Students will use the book by Dale Carnegie, "How to Win Friends and Influence People" to develop communication and interpersonal skills for business situations. • The information includes an outline created in PowerPoint and videos to support the written material. 	<ul style="list-style-type: none"> • Students will create appropriate responses in writing to how they would address each question. • For each of the 4 sections, students will respond to situations they have had at work and how they responded or reacted. Also, they will be asked to write about if they could have responded differently with the

	<ul style="list-style-type: none"> ● Student demonstrates effective communication and interpersonal skills. ● Students works effectively as a team member. ● Student demonstrates information and technology literacy. 	<ul style="list-style-type: none"> ● Students use the internet to research areas of career pathways and other materials in the job search activities. ● Students will be led through information and video on how to work effectively as a team member. ● Students will be led through instruction and videos on how to introduce themselves in networking and interview situations (Elevator Pitch). 	<p>instruction in Dale Carneige’s book.</p> <ul style="list-style-type: none"> ● Students will demonstrate the proper use of technology for their portfolio submissions. ● Nine-week employer evaluation. ● Essential Skills evaluation. ● Teamwork puzzle activity. ● Students will write (for portfolio) and record their Elevator Pitch.
<p>Domain 3</p> <p>Workplace Safety</p>	<ul style="list-style-type: none"> ● Students understand the causes of accident and can apply safety procedures to prevent of accidents. 	<ul style="list-style-type: none"> ● Employer Evaluations ● Review of OSHA, ServSafe, and shop safety. ● Preview of on-the-job safety training (orientation). 	<ul style="list-style-type: none"> ● Nine-week employer evaluation.
<p>Domain 4</p> <p>Transitioning from School to Career</p>	<ul style="list-style-type: none"> ● Student has knowledge of career pathways related to the field of interest. ● Student understands, can evaluate, and re-evaluate their characteristics, abilities, knowledge and skills needed for career success in their chosen career pathway. ● Student can create a five-year career portfolio and career plan. 	<ul style="list-style-type: none"> ● Students will inventory their skills from a list of skills under each Pathway. There is also an area for skills that are not taught at WCC under other pathways. ● Students will, after lecture and videos, write 3 strengths and weaknesses as they would state in a job interview. ● For the weakness, they will also explain how they are working towards correcting or improving the weakness. ● Students will compare and contrast what they would like to do and what their results are ● The students will investigate colleges or other training, career opportunities for that area, and pay. 	<ul style="list-style-type: none"> ● Students will complete and turn in the Skills Assessment document for their portfolio. ● Students will write 3 strengths and 3 weaknesses they would discuss if they were asked in an interview. They will write how they are working to overcome or improve the weakness. ● Students will turn in a worksheet that explains their findings. ● Students will create a five year plan with three objectives and describe what steps they will take to achieve these goals.

<p>Domain 5</p> <p>Career Portfolio & Pathway Plan</p>	<ul style="list-style-type: none"> • Student has knowledge of career pathways related to the field of interest. • Student understands, can evaluate, and re-evaluate their characteristics, abilities, knowledge and skills needed for career success in their chosen career pathway. • Student can create a five-year career portfolio and career plan. 	<ul style="list-style-type: none"> • Students will inventory their skills from a list of skills under each Pathway. There is also an area for skills that are not taught at WCC under other pathways. • Students will, after lecture and videos, write 3 strengths and weaknesses as they would state in a job interview. • For the weakness, they will also explain how they are working towards correcting or improving the weakness. • Students will compare and contrast what they would like to do and what their results are • The students will investigate colleges or other training, career opportunities for that area, and pay. 	<ul style="list-style-type: none"> • Students will complete and turn in the Skills Assessment document for their portfolio. • Students will write 3 strengths and 3 weaknesses they would discuss if they were asked in an interview. They will write how they are working to overcome or improve the weakness. • Students will turn in a worksheet that explains their findings. • Students will create a five year plan with three objectives and describe what steps they will take to achieve these goals.
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