

PROPOSED COURSE NAME **Vocational Internship Program**

OLD COURSE NAME (if applicable)

SUBMITTED BY: **Melissa Ford**

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: **2017 – 2018 School year**

Person(s) who will write the Curriculum:

Melissa Ford along with the help of Lisa Boswell, Social Work part of the program and Kelly Friesema, Speech part of the program.

Respond to the following:

Duration: **2 class periods (preferably 5th and 6th hours) for internship
1 class period (preferably 4th hour) for classroom instruction**

Open to: **Students aging 18-21 in the life skills program and Seniors with an IEP looking for employment after graduation NOT college**

Prerequisites: **Students have to take classroom instruction along with the internship**

Pass/Fail Option: **yes for students receiving a certificate of completion**

Credit: Internship	Classroom Instruction
1.0 = Semester	0.5 = Semester
2.0 = Year	1.0 = Year

If the course meets a graduation requirement, which one does meet?
elective

Where does this course fit into department sequence?
For students in their transition years of high school (12+ years) and Seniors

What is the potential impact of this course on the other department offerings?

It is the only internship program offered.

Course Description

The North Boone Vocational Internship Program, will be a partnership between the life skills program, students with vocational needs at the high school and the local businesses. This 2 hour elective course is great for students who need a real life work experience outside of the school building. Partnering with local businesses, students are placed as interns working out in the community. As much as possible, students are placed according to their interests and abilities in positions that will help them develop real life workplace skills.

Special Notes (i.e., extended periods, team teaching, etc.)

A 50 - minute classroom portion will be added for the students to watch the video-based curriculum, practice workplace scenarios, 1 day per week will be a Social Work / Speech Session.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course?

The internship program is designed to improve the education to career transition for students with disabilities. The course will be great for students who need a real life work experience outside of the school building.

Partnering with local businesses, students are placed as interns working out in the community. The students will be placed according to their interests and abilities based on positions available in the community.

Last year, the students got vocational experience with this program by offering the training in an actual real life work setting with a boss to answer to.

B) What departmental needs/goals would this course meet?

Students will prepare for a career by developing employability skills through a hands-on, experienced based classroom and community opportunity.

C) What institutional needs/goals would this course meet?

The students will explore careers for their future.

2. Course Objectives: What will each student learn and know?

Students in the Vocational Internship Program will learn to communicate with supervisors, deal with customers and coworkers, use products and in some cases handle money.

The Vocational Internship Program is an opportunity for students to add information to a resume and acquire references for future employment. Other skills include but are not limited to: social behavior (through the Social Worker), problem solving, exploring jobs/ career research, completing applications and resumes, develop good work habits and attitudes, follow work safety procedures and rules.

3. What types of instructional strategies will be used in the class?

The students will demonstrate work habits and attitudes important for successful employment through on the job training.

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Unless identified otherwise in the student's IEP, students receive grades based on their level of participation and compliance of expectations towards classroom and internship site work as set forth in the attached rubric.

Weekly Performance Scores at each Internship assignment according to the rubric.

Quarterly Performance Evaluations (Formal Work & Etiquette Reviews) – Evaluations filled out with business partners.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Bus transportation will be needed to transport the students to the local businesses during the high school 5th and 6th hours.

Letters pertaining to insurance coverage for vocational activities / students needed to present to the local businesses. The letter should confirm that the district has general liability insurance for the students while participating in the Vocational Internship Program.

Scripted Vocational Role Plays \$29.00

Work Assessment Program \$199.00

Include any additional information pertinent to your course.

The program during the 1st Quarter has been very successful. Two of the businesses thus far requested for students every quarter because they truly believe in the program.

The program was awarded a \$5,500.00 grant through the Community Foundations of Northern IL to help get the program a video-based curriculum, polo shirts for the interns, window decals for the supporting businesses and funding for an end-of-the year luncheon for all the supporting businesses.