

Columbia Central High School Work Based Learning Syllabus 2023-2024

WBL Teacher/Coordinator

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Columbia Central Mission

The mission of Columbia Central High School is to provide our students with a learning environment that is safe, engaging, and forward-thinking while utilizing the active support of our teachers, parents and community.

Vision Statement

The vision of Columbia Central High School is to motivate students to work successfully in an ever-changing technological and global society.

Course Description

Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

Text/Resources:

Microsoft Teams use is required for this course. Students must have access and check it daily.

Course Plan:

- Students will spend the **first 2 weeks** of the semester in class completing safety assessments and completing all State required documentation.
- Then, students will either report to class each Monday to complete documents and their project portfolio or will review and complete assignments virtually, depending on WBL Coordinators discretion.
- Students will sign out with their assigned WBL Coordinator before they may leave for their work site, whether on or off campus.

Graded Item	Percentage of Grade
Classwork/Labs	30%
Workplace attendance/performance	45%
Midterms/Finals	15%
Leadership	10%

below

Course Standards

A link to the full state standard descriptions listed is provided here: [Work Based Learning](#)

Overview of Course Standards:

1. Career Knowledge and Navigation Skills

1. Understand and demonstrate appropriate professional safety standards
2. Plan and navigate education and career paths aligned with personal goals
3. Develop and implement a personalized learning plan
4. Reflect on experiences through creation of a personal portfolio

2. 21st Century Learning and Innovation Skills

1. Demonstrate creativity and innovation
2. Demonstrate critical thinking & problem solving
3. Communicate clearly and effectively, verbally, and in writing
4. Collaborate and work productively as a team member
5. Demonstrate information literacy
6. Use Technology effectively and appropriately

3. Personal and Social Skills

1. Demonstrate initiative and self-direction
2. Demonstrate professionalism and ethical behavior
3. Demonstrate interpersonal and social skills using cultural/global competence
4. Demonstrate adaptability and flexibility
5. Demonstrate productivity and accountability

Portfolio

13) Update materials from coursework to add to the portfolio started in Criminal Justice I to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of criminal justice and corrections skills. The following documents will reside in the career portfolio:

- a. The career plan developed and revised in prior courses
- b. Resume
- c. List of responsibilities undertaken through the course
- d. Artifacts of project outcomes
- e. Periodic journal entries reflecting on tasks and activities
- f. Feedback from instructor and/or supervisor based on observations
- g. Transcripts or other evidence of certifications obtained throughout the program of study

Communication of Project Results

14) Upon completion of the practicum, develop a technology-enhanced presentation

showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a health care professional and non-health care professional audience, as well as for a career and technical student organization (CTSO) competition.

