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### Course Outline for WRKX 94

#### OCCUPATIONAL WORK EXPERIENCE/INTERNSHIP

Effective: Fall 2018

#### I. CATALOG DESCRIPTION:

WRKX 94 — OCCUPATIONAL WORK EXPERIENCE/INTERNSHIP — 1.00 - 8.00 units

This course of supervised employment provides students with the opportunity to earn college credit for developing marketable skills while working in their major field of study. Students working in a part-time or full-time, paid or unpaid internship or position related to their major field of study will contract, in collaboration with their work supervisor and instructor, to set measurable, achievable goals; accomplish new or expanded learning objectives; and broaden work skills and experiences. Students will apply discipline-specific knowledge, skills, and abilities gained in the classroom. Students can earn 1 to 8 units per semester for a maximum of 16 units of Cooperative Work Experience, which includes General Work Experience and Occupational Work Experience/Internship. Students must work 75 paid hours or 60 unpaid hours per unit earned during the semester.

1.00 - 8.00 Units Work Experience

#### Grading Methods:

Letter or P/NP

#### Discipline:

- Work Experience Instructors or Coordinators

	<u>MIN</u>	<u>MAX</u>
<b>Work Experience Hours:</b>	60.00	600.00
<b>Total Hours:</b>	60.00	600.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: WX - May be taken any number of times for a maximum of 16 units of Cooperative Work Experience

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- Develop college-level, on-the-job learning objectives, in collaboration with the instructor and workplace supervisor, which are related to job/internship responsibilities and which are specific, measurable, achievable, relevant, and time-based (SMART).
- Apply classroom education toward a discipline-specific job and identify those areas where changes may be required.
- Identify career opportunities, job requirements, employer expectations, and promotional requirements in a discipline-specific job setting.
- Analyze and assess newly developed skills in preparation for employment in one's major field of study or advancement in a career.

V. CONTENT:

- Today's working environment in student's major field of study
- Goal setting
  - College-level objectives
  - SMART process
  - Application of classroom learning to the requirements of the workplace
- Skills to support job success in student's major field of study
- Observing work behaviors
- Recognizing employer and supervisory goals
  - Alignment
  - Conflicts
- Evaluating SMART goals
  - Achievement points
  - Improvement areas
- Reflecting and analyzing
  - Personal and career awareness
  - Observations
  - Action plans for the future

VI. METHODS OF INSTRUCTION:

- Individual consultation with students
- On-the-job, supervised work experience
- Individual consultation with supervisors

## VII. TYPICAL ASSIGNMENTS:

- A. Assignments are individualized according to the mutually set SMART objectives prepared by the student and approved by both the workplace supervisor and college instructor.
- B. Individualized assignments may include:
  - 1. Create a marketing plan to increase college student bus ridership by 30 percent.
  - 2. Design a drought-tolerant landscape plan for a client's backyard.
  - 3. Create an interior design for a client's kitchen using sustainable materials.
- C. Keep a weekly journal for reflection.
- D. Write a revised resume, including the workplace experience.
- E. Keep an accurate record of hours worked per week.
- F. Submit required course forms and documents.

## VIII. EVALUATION:

### A. **Methods**

- 1. Class Performance
- 2. Other:
  - a. Success on achieving each SMART goal
  - b. Supervisor's performance appraisal/overall work performance
  - c. Discussions with the student's supervisor
  - d. Instructor's appraisal of student progress and learning
  - e. Student's self-appraisal

### B. **Frequency**

- 1. Time frames for all evaluation methods will be set in collaboration with the student, supervisor, and instructor.
- 2. Due dates for state-required forms from the student and supervisor will be provided each semester.
  - a. Time cards
  - b. SMART goal agreements
  - c. Performance appraisal from supervisor
  - d. Student's self-appraisal
  - e. Journal entries
  - f. Revised resume
- 3. At least one site visit will occur.
- 4. Discussions between the supervisor and instructor will occur as needed and may occur at the site visit.

## IX. TYPICAL TEXTS:

- 1. LPC Work-Based Learning Handbook
- 2. No other textbooks are required for this course. Instructors will provide references to or compilations of resources as needed.

## X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Access to a computer and internet connection.