

# Glendale College

## Course Outline of Record Report

Course ID 010634  
Created - September 2023

### INT51 : Team Internship

#### General Information

Author:	<ul style="list-style-type: none"> <li>Michael Davis</li> </ul>
Course Code (CB01) :	INT51
Course Title (CB02) :	Team Internship
Department:	INT
Proposal Start:	Fall 2024
TOP Code (CB03) :	(4901.00) Liberal Arts and Sciences, General
CIP Code:	(24.0101) Liberal Arts and Sciences/Liberal Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000640629
Curriculum Committee Approval Date:	09/27/2023
Board of Trustees Approval Date:	11/21/2023
Last Cyclical Review Date:	09/27/2023
Course Description and Course Note:	<p>INT 51 is an interdisciplinary course that allows students to earn course credit for a structured, supervised, on-campus Team Internship under the supervision of a faculty coach. It is designed to help students prepare for entry into the workforce by providing hands-on work experience in partnership with an external business partner. The purpose of this course is to enhance students' knowledge about a certain career sector, increase professional competency in their future career, and develop the soft skills that employers desire: cross-disciplinary teamwork, communication, critical thinking, cultural wealth, problem solving, and public presentation. This course is recommended for students who can work independently and as part of a team, and requires faculty coach approval to register. Note: Students must apply for the program and be admitted as an intern prior to enrolling in this course. Successful completion of at least 6 units at Glendale Community College is required before attempting an internship. Note: This course is Pass/No Pass only.</p>
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Counseling</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Pass / No-Pass Only

**Course Support Course Status (CB26)**

Course is not a support course

### Transferability & Gen. Ed. Options

**General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to CSU only

**Transferability Status**

Approved

### Units and Hours

#### Summary

<b>Minimum Credit Units (CB07)</b>	1
<b>Maximum Credit Units (CB06)</b>	1
<b>Total Course In-Class (Contact) Hours</b>	36
<b>Total Course Out-of-Class Hours</b>	18
<b>Total Student Learning Hours</b>	54

#### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

#### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	0.5	1
Laboratory Hours	1.5	0

#### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	

Studio Hours	0	0	Lecture	9
			Laboratory	27
			Studio	0
			<b>Total</b>	36
<b>Course Out-of-Class Hours</b>				
			Lecture	18
			Laboratory	0
			Studio	0
			<b>Total</b>	18

**Time Commitment Notes for Students**

No value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

**Advisory**

ESL141 - Grammar And Writing IV

Objectives

- Compose a 400 to 450-word thesis-based essay which: (a) summarizes and cites appropriately a reading passage provided as a prompt, (b) includes a clear thesis statement, (c) uses evidence to support the thesis, (d) shows clear organization into an introduction, body, and conclusion, and (e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.

**Entry Standards**

Entry Standards

No value

**Specifications**

**Methods of Instruction**

Methods of Instruction Collaborative Learning

Methods of Instruction Field Activities (Trips)

<b>Methods of Instruction</b>	Guest Speakers			
<b>Methods of Instruction</b>	Lecture			
<b>Methods of Instruction</b>	Laboratory			
<b>Methods of Instruction</b>	Multimedia			
<b>Methods of Instruction</b>	Presentations			
<b>Out of Class Assignments</b> <ul style="list-style-type: none"> <li>• Journal entries (e.g. reflection on job performance and group dynamics)</li> <li>• Written assignments (e.g. research of industry-specific trends and issues)</li> <li>• Final resume</li> <li>• Final presentation</li> </ul>				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Presentation (group or individual)	Final presentation			
Evaluation	Evaluation from business partner on quality of solution			
Other	Student self-evaluation (e.g. self-assessment of internship performance)			
Evaluation	Peer evaluation (e.g. assessment from team members on internship performance)			
<b>Textbook Rationale</b> <b>Faculty coach may assign readings from discipline-specific texts</b>				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
No Value	No Value	No Value	No Value	No Value
<b>Other Instructional Materials (i.e. OER, handouts)</b> No Value				
<b>Materials Fee</b>				

No value

## Learning Outcomes and Objectives

### Course Objectives

Identify the professional and educational minimum qualifications for employment and advancement within the target career or discipline.

Demonstrate effective professional practices and soft skills of the target career or discipline.

Describe basic occupational competencies, such as knowledge, skills, and abilities, required for employment in the target career or discipline.

Explain human-centered design principles.

Evaluate personal performance of specific skills related to the target career or discipline.

Compose a professional resume.

### SLOs

Apply knowledge of industry trends and human-centered design to create a solutions relevant to the business challenge.

Expected Outcome Performance: 70.0

Deliver professional presentations in collaboration with team members.

Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

### SLO Evidence

No Value

## Course Content

### Lecture Content

#### Professional Development (9 hours)

- Orientation
- Professional standards, behavior, and group dynamics
- Job skill requirements
- Design thinking and empathy mapping
- Critical thinking and problem solving
- Cognitive distortions and cultural wealth
- Basic research methods and source evaluation
- Formatting & organizing information for public presentations
- Pitching ideas/solutions
- Resume development

**Total hours = 9**

### Laboratory/Studio Content

#### Internship (27 hours)

- Developing an understanding of current industry needs
- Working within teams to define the problems associated with the business challenge and design a solution(s)
- Assigning tasks to specific team members for industry research and solution development
- Designing and delivering presentations to business partner

**Total hours = 27**