

Concordia Academy Wholly Human Cohort Handbook

Overview

Humans are created with a distinct purpose to care for creation, and they were created distinctly in God's image. A deeper understanding of man's distinct purpose and image are what drives members of the Wholly Human Cohort. Here, a student has the opportunity to study what it *truly* means to be human, what it means to think thoughtfully about who we are and why we are here. Students will emphasize in areas of study such as literature, language studies, history, communication, philosophy, social sciences, church-work, ministry and more. This curriculum encourages students to engage such disciplines in a way to encourage not just the promotion of critical thought, but of implementing that thought to service to one's neighbor, and greater care for creation. Ultimately, it is the goal of this curriculum to encourage students to live out the command of Christ to be the salt of the earth and the light of the world, through human oriented vocations. This is what it means to be Wholly Human.

In short, we are preparing Christians to care for one another by understanding the distinct nature in which we were created.

Requirements

Students accepted to the Wholly Human Cohort will complete the following components:

1. Rigorous core curriculum. Curriculum path includes the equivalent of all humanities graduation requirements, plus 2 credits from theology, social studies or English with at least one of the advanced or college level. Students must maintain a GPA of 3.0 or higher in humanities curriculum courses.
2. Two credits of a foreign language are required
3. Leadership in at least one approved extracurricular related to their area of emphasis.
4. Internship/shadow or service of 40-hours, compiled in a portfolio for faculty review.
5. Independent research project, guided by a faculty mentor, and including field visits to appropriate places such as nonprofits, libraries, museums, churches, etc.
6. Capstone Project of student research, presented in a formal proposal or talk as a capstone project, to be showcased in a public exhibition or performance.

*Successful Wholly Human Cohort candidates will upon completion, receive commendation on diplomas and on transcripts, as well as recognition at Concordia Academy’s Honors Convocation.

Wholly Human 4-Year Curriculum Plan

Students can see a complete list of required and elective course options in the CA Academic Handbook.

Four Year Course Requirements

Freshmen Year	Sophomore Year	Junior Year	Senior Year
Scripture Math Science English Social Studies PE Fine Arts (Rec)	Scripture Math Science English Social Studies Fine Arts (Rec) Health	Scripture Math Science English Social Studies Foreign Lang (Rec) Elective Elective	Scripture English Social Studies Foreign Lang (Rec) Elective Elective Elective

Cohort Course Options

Freshmen Year	Sophomore Year	Junior Year	Senior Year
Spanish ASL I	Spanish II ASL II	Spanish III College Intro to Literature College Writing College Intro to Communications College Public Speaking Psychology	College Spanish Advanced Readings in Theology College US History I College US History II American Eyewitness College US Government College Intro to Psychology

Field Experience

Students in the Wholly Human Cohort will be required to learn about daily life in a related career. Through participation in field experience, the student will be able to immerse themselves into a given area of emphasis which will promote hands on learning experience in service and/or observation of what it means to be wholly human.

Junior Year Field Experience Timeline

January-February

1. WHC Coordinator facilitates meeting with WHC Team and students to explain internship and internship binder requirements
2. Students brainstorm and research possible internships

3. Students brainstorm capstone projects
4. Students meet with WHC Coordinator and faculty mentor

March-April

1. Internship proposal turned into WHC Coordinator
2. Students begin making inquiries to potential sites
3. [Capstone proposal for end of senior year is also turned into the WHC coordinator at this time.]

May

1. WHC Advisory Team reviews both the internship and capstone project proposals
2. Student receives approval and schedules internship dates

Examples of related experiences include:

- *Volunteer for a nonprofit focusing on human need: Lutheran Social Services, Jeremiah Program, People Serving People, Teen Challenge, Northwest Youth and Family Services, Breaking Free, Area Churches*
- *Internship to focus on research: law firm, government position, college professor, museum, library, department of education, etc.*
- *Internship to focus on communications: Public relations, market researcher, print/publishing company, broadcast network, translation services, etc.*
- *Internship to focus on ministry: Worship leadership, church teaching internship, church plant volunteer-work, LINC twin cities, etc.*

[Refer to these materials](#)

Research

Students in the Wholly Human cohort will be asked to identify an area of interest and spend time researching to learn about this topic. Researching the background, history, needs, practices and/or methodologies of a particular area of interest will provide a rich understanding of the details and complexities of a particular subject.

Follow the steps below to conduct your research.

1. Select a focus area within your area of emphasis
2. Name the topic you are researching
3. Propose a question you will answer through your research
4. Search for at least 8 sources and begin reading, viewing and listening. The sources should meet the following criteria:**
 - a. At least 1 primary source
 - b. At least 2 sources via museum, nonprofit, or special focus library
 - c. At least one source should be book-length print publication

**depending on the subject these criteria may be negotiated with the faculty mentor and/or WHC coordinator

5. Read and take notes, read and take notes, read and take notes
6. Meet with Faculty Mentor for a Q and A about what you are learning
7. Write an annotated bibliography in MLA format
8. Write a one-page reflection on the significance of the information you learned and your own personal connection to it.

Wholly Human Cohort Community

Students in the Wholly Human cohort will spend time together sharing ideas, research, problem-solving, attending cohort conversations, and also conducting a book study together. Community events will vary based on the size, nature and makeup of the Wholly Human Cohort. Please refer to the Wholly Human Cohort coordinator for further community standards and expectations.

Wholly Human Capstone

Students in the Wholly Human Cohort will celebrate their work through a capstone project in the area of emphasis in which they completed work. The overall goal of the capstone project is to demonstrate exceptional proficiency in a given emphasis. Though projects may vary in form and function, some form of the project will be displayed/shown at the cohort showcase in the spring.

***Due to the wide range of possible and appropriate projects all capstone projects will need to be proposed and approved by the Wholly Human Cohort coordinator and/or the student's faculty mentor. Objectives for the project should include research, reflection, personal reflection and/or implementation, and demonstration of knowledgeable insight (other objectives may be negotiated as appropriate).*

The following steps will be taken to successfully complete a capstone project

1. Select a focus area within the scope of the students human area of interest (literature, philosophy, ministry, history, teaching, etc.)
2. Determine the project need and/or goal
3. Conduct impact studies and/or search for scholarly sources
4. Analyze the findings of your studies
5. Complete a capstone project proposal form
6. Meet with your faculty mentor to determine a capstone project methodology
7. Implement and/or execute your capstone project
8. Meet with a faculty Mentor and Humanities Coordinator to determine a way to demonstrate your mastery of the subject.

[Refer to these Capstone Project Guidelines](#)

Timeline

Follow the timeline below to keep on track with cohort requirements.

Freshman	<ul style="list-style-type: none"><input type="checkbox"/> Enroll in full year of humanities coursework, take honors courses if eligible<input type="checkbox"/> Participate in extra-curriculars; read literature related to key interests<input type="checkbox"/> Start creating a service learning habit
Sophomore	<ul style="list-style-type: none"><input type="checkbox"/> Enroll in full year if humanities, take honors courses if eligible<input type="checkbox"/> Identify faculty mentor<input type="checkbox"/> Identify topic for independent research project; complete project by graduation<input type="checkbox"/> Identify timing of involvement with extra-curriculars<input type="checkbox"/> Continue service learning; expand areas of interests/participation
Junior	<ul style="list-style-type: none"><input type="checkbox"/> Enroll in full year, plus one semester, of humanities<input type="checkbox"/> Secure internship for summer<input type="checkbox"/> Propose senior year Capstone; begin working on Capstone pieces<input type="checkbox"/> Check in on progress in independent research project<input type="checkbox"/> Begin writing personal statement<input type="checkbox"/> Continue service learning and community involvement
Senior	<ul style="list-style-type: none"><input type="checkbox"/> Ensure completion of Independent Research Project<input type="checkbox"/> Turn in completed Internship Portfolio<input type="checkbox"/> Read book; participate in cohort discussion<input type="checkbox"/> Enroll in full year, plus at least one semester, of humanities coursework<input type="checkbox"/> Complete Capstone Project pieces<input type="checkbox"/> Public performance or display of Capstone Project<input type="checkbox"/> Attend Honors Convocation

Forms

1. [Internship Proposal for WHC Coordinator](#)
2. [Introductory Meeting with Internship Supervisor](#)
3. [Sample Internship-Letter of Introduction](#)
4. [Suggested Resume Template \(Use Naviance!\)](#)
5. [Wholly Human Cohort Internship Agreement Forms](#)
6. [Internship Binder Forms](#)
 - a. [Student Reflections on Meetings with Internship Supervisor](#)
 - b. [Daily Log Template](#)
 - c. [Exit Interview Tips](#)
 - d. [CA Wholly Human Cohort-Internship Evaluation](#)
 - e. [Internship Binder Assessment Rubric](#)
7. [Capstone Project Guidelines](#)

Internship Proposal for WHC Coordinator

1. Provide the name and address of the site and supervisor.
2. Write a brief paragraph explaining your connection to this organization and why it would be a good fit for you.
3. Construct 5 skills and learning experience objectives. List them in bullet points and present to the WHC Coordinator.

Examples:

- Learn how to conduct grant writing to secure funding for programming in nonprofits.
- Learn how to allocate limited resources to the highest need population.
- Understand how service to communities of need are influenced by cultural norms.
- Evaluate obstacles and roadblocks facing people in need/services to propose change or method of efficiency.
- Articulate the process of creating policies within a government program.
- Understand how the presentation of fact and the use of language plays into campaigning.
- Evaluate how curriculum is chosen for a particular course in its selection of material and the impact of inclusion or exclusion of material on its learners.

Introductory Meeting with Internship Supervisor

Helpful tips for a successful meeting

1. Dress professionally—no jeans, no t-shirts. Nice slacks and collared shirt. Dress shoes.
2. Present them with your resume and with your Letter of Introduction.
3. Take notes on your meeting—record details. You will be writing a reflection on this meeting!
4. Thank Supervisor for the opportunity. Shake their hand and thank them up front for the opportunity.
5. Be flexible—remind them you need to complete 40 hours, but that you are flexible to their schedule and will work around what works best for their business.
6. Let them know you are willing to explore any area they feel worthy.
7. Ask questions:
 - What can I contribute to your organization?
 - What are your expectations of me?
 - Are there any special projects you'd like me to complete?
8. Tell them the preferred date you'd like to start and finish.

Sample Internship Letter of Introduction

Thank you for considering this proposal for an internship/volunteer opportunity with your organization. I am a student pursuing an advanced fine arts curriculum called the Wholly Human Cohort at Concordia Academy in Roseville, Minnesota. Your willingness to help me learn more about this field in a work environment is truly invaluable.

The internship is to comprise at least 40 hours on site, to be fulfilled in a way agreeable to all parties. I have listed below the objectives for my learning during this internship and I would be happy to discuss or amend these after you've had a chance to consider them.

Learning objectives:

1.
2.
3.
4.
5.

Attached you will find a resume and any other information you may find useful in approving this internship. I look forward to discussing the particulars of this opportunity. Again, thank you for your consideration.

Kind regards,

Student's typed name.

Student's typed contact information (telephone number and then email typed below the phone number)

Suggested Resume Template (Use Naviance!)

Name

Address

Phone number and email address

Objective: What you hope to learn from the experience

Relevant Classes Completed

List classes that will pertain or relate to the internship experience

Relevant Skills, Experiences, and Interests

Once again, list only things that pertain to the internship experience

Future Plans

Wholly Human Cohort Internship Agreement Forms

Intern Name: _____

Preferred phone: _____

Email: _____

Internship Mentor/Supervisor _____

Mentor/Supervisor Job Title: _____

Work Phone: _____

Work Email: _____

Company Name: _____

Address: _____

I, (*mentor name/title*) _____ agree to supervise, guide, and direct the above student during his/her entire internship with the intent of exposing the student to learning opportunities in the following areas:

Dates and total hours of the Internship:

I, (*intern name*) _____, agree to complete the Internship experience as outlined above with the intent of achieving the following learning objective(s) as presented in the attached letter of introduction.

The student, internship supervisor, and parent understand and agree that Concordia Academy does not provide on-site supervision of students during the internship, any meetings with a supervisor, or other work-based learning experiences. Parents/guardians must arrange for the transportation of their student to and from the internship location and maintain such insurance coverage that they deem appropriate to protect their student. Under no circumstances will Concordia Academy, its employees, agents or insurers be held responsible to either the student, the parent/guardian or the

Internship Binder Contents

1. Cover page
2. Table of Contents
3. Signed forms
4. Reflection on your first meeting/interview for the internship
5. Reflection #2, following the half-way mark
6. Daily logs
7. Brochures, site map if applicable, business cards, any and all documents that help to tell the story of what you did, with whom, and where.
8. Photographs of you on-site.
9. Final reflection on the whole internship.
10. The evaluation your supervisor filled out.
11. Copy of the thank you letter you sent.
12. A copy of the daily log rubric that will be used to score your portfolio.

Student Reflections on Meetings with Internship Supervisor

Reflection Guidelines

For each reflection, type about one page, double-spaced. As you think back on your meetings, address the questions as described below. NOTE: Do not include these questions as headings or in the body of your writing. Simply use them as prompts.

Reflection #1: Following introductory meeting

- How would you characterize the meeting? Describe how you feel it went.
- What did your mentor seem to be most interested in?
- What expectations were described for you as an intern?
- What are you most looking forward to and what are you most nervous about?

Reflection #2: Following the half-way-through check-in

- How did you prepare for this meeting? Share some of the questions you asked your mentor about your performance.
- Describe how your mentor gave your feedback about your performance.
- What have you learned so far about working with others in this field?
- What are some of the skills you were surprised to learn are so clearly important for this type of work?

Reflection #3: Following your exit interview

- Describe what you learned about this field.
- Describe what you learned about this company.
- Describe what you learned about yourself.
- What feedback did your mentor give you about your contribution during the internship?
- What advice was offered to you during the internship regarding education, interpersonal skills, technology skills, finding purpose in work, etc.
- What do you see as the role of your faith in this kind of work?

Daily Log Template

Date: Day of week, date **Time started today:** **Total hours today:**

Log Entry: Write for a ½ page's worth. Here are some *examples* of appropriate topics to reflect on in these logs.

- Include specific details about what you did today, what you learned today, and how you feel about how you did today.
- What questions arise for you now?
- What feedback did you get from your supervisor?
- What were you able to contribute?
- What felt new and uncomfortable? What pushed you out of your comfort zone? Describe.
- What was interesting and challenging?
- Did you take any notes today? You may consider adding them here.
- Maybe a sketch or drawing could capture your experience today? Add it to your notes!

Exit Interview Tips

Be sure to thank the company or organization. Share with your supervisor what you have learned and what was valuable for you in this experience.

Ask Supervisor...

- What is my potential in this field?
- What advice do you have for me if I continue in this field?
- What do you see as essential skills to succeed in this field?
- Can I use you as a reference?

Give Supervisor evaluation sheet and self-addressed stamped envelope.

Double-check that you have taken a photo with the Supervisor (preferably in front of the business log) for your portfolio.

CA Wholly Human Cohort Internship Evaluation

To Whom It May Concern:

Thank you for mentoring this student as part of the Wholly Human Cohort program at Concordia Academy. The purpose of the internship component is to expose the student to an organization in an arts field and to have them contribute in a meaningful way to your work environment.

Please answer the following questions about your student intern. Your assessment will play a role in the student's final program evaluation.

Circle a number from 1 (Low) to 5 (High), rating your agreement with the statements.

Throughout this internship, the student was...

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1. Punctual and prepared | 1 | 2 | 3 | 4 | 5 |
| 2. Eager to learn | 1 | 2 | 3 | 4 | 5 |
| 3. Helpful and made contribution | 1 | 2 | 3 | 4 | 5 |
| 4. Approachable and communicative | 1 | 2 | 3 | 4 | 5 |
| 5. Appropriately dressed | 1 | 2 | 3 | 4 | 5 |
| 6. Shows high potential in this field | 1 | 2 | 3 | 4 | 5 |

What are this student's strengths? _____

What additional learning experiences should this student seek? _____

Additional comments:

Please feel free to contact me with additional comments or questions. Once again, thank you!

Andrew Asp, WHC Coordinator
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Internship Binder Assessment Rubric

All components will be scored on the following scale:

- + Far exceeds expectations
- ✓+ Exceeds expectations
- ✓- Does not meet expectations
- Far below expectations

Items	Quality Target	Score
<u>Format</u> <ul style="list-style-type: none"> ● Cover page ● Table of contents ● This rubric 	<ul style="list-style-type: none"> ● Cover page and Table of Contents in MLA format as described on the Purdue OWL. ● Table of Contents accurately organizes all components included in binder. 	
<u>Personal reflections</u> <ul style="list-style-type: none"> ● Following first meeting ● Following half-way progress check ● Final reflection after evaluation meeting 	<ul style="list-style-type: none"> ● Dated and titled ● References are made to specific details brought up in the meetings with supervisors. ● Shows evidence of critical thinking and posing questions that have come from that thinking. 	
<u>Forms</u> <ul style="list-style-type: none"> ● Signed agreements ● Learning objectives form ● Evaluation ● Copy of thank you letter that was sent to supervisor(s) 	<ul style="list-style-type: none"> ● Appropriate pre-internship forms are signed by supervisor, parent, student, and WHC Coordinator ● Final evaluation is included, either having been given back to student or mailed to WHC Coordinator 	
<u>Company/Org Documents and Photos</u> <ul style="list-style-type: none"> ● Brochures and other organizational literature ● Maps ● Required photos with supervisor 	<ul style="list-style-type: none"> ● Documents that help clarify the nature of the company, and of the work, is included. ● Appropriate floor plans, grounds map, etc., is included ● Required photographs of student on site with supervisor is included 	
<u>Daily Logs</u> <ul style="list-style-type: none"> ● Entries are written at the end of every day spent interning. 	<u>Daily Headings</u> <ul style="list-style-type: none"> ● Include date, location, times, and number of hours <u>Entry Content</u> <ul style="list-style-type: none"> ● Clear and specific, with detailed information ● Sketches/notes are included in most or all entries 	

Capstone Project Guidelines

The WHC program culminates in sharing the result of the student's research and experience. The format and content of this project will have been proposed, approved, and supported by the student's faculty mentor, as well as by the WHC Coordinator and the WHC Team.

Included in typed proposal:

- Scope of work explicitly detailed (What, how many, how long, etc.)
- Unifying theme of body of work
- Materials needed/used, including technology
- Personal Philosophy Statement
- Vision for how the works will be presented to the public
- Dates for progress checks agreed upon by student and faculty mentor

Examples of Capstone Projects:

- Project proposal for event or context for cultural change at CA.
- Host forums/conduct surveys to implement a change at CA and the sharing of the result in a presentation.
- Conduct an awareness campaign
- Mock Supreme Court
- TED Talk-Style presentation to examine a big idea of bettering a community or examining societal norms and practices

Personal Philosophy Statement Instructions:

1. Write your own personal philosophy. See the following link/scroll down to instructions. Feel free to listen to samples on NPR's podcast "This I Believe."
https://thisibelieve.org/documents/TIB_Brochure.pdf