



**Business Administration/Marketing
Southwest College**

BUSINESS COOPERATIVE EDUCATION

Catalog Description:

BUSG 2380 COOPERATIVE EDUCATION BUSINESS/COMMERCE GENERAL

Career related activities encountered in the student's area of specialization are offered through a cooperative agreement between the college, employer, and student. Under supervision of the college and the employer, the student combines classroom learning with work experience.

Prerequisite: Department Approval

Credit: 3 hours (1 lecture/seminar and 20 hours a week employment).

Course Title	Cooperative Education Business/Commerce, General
Course Number	BUSG 2380
CRN	91952
Credit Hours	3 Semester Credit Hours
Prerequisites	None
Semester and Year	Spring 2016
Instructor	Beverley Lawson
Class Days and Times	Saturday 12:00 PM-1:00 PM
Class Room Location	Stafford-Scarcella, Room W102
Office	N/A
Office Hours	By Appointment
E-mail	beverley.lawson@hccs.edu
Office Phone:	(713) 718-8792
Office Fax:	(713) 718-6774

Required Books and Materials:

None

Optional/Recommended Books and Materials:

None

Learning Objectives:

The primary purpose of this course is to provide students with a means to obtain college credit for work experience. Students will work on several projects under the general supervision of their cooperative education instructor.

Evaluation and Grading Procedures:

Students are expected to read, complete and submit all assignments on the due dates. Unfortunately, late work will **NOT** be accepted.

<i>EVALUATIONS</i>	
Training Plans, Student Evaluation Forms, EGLS ₃ (Evaluation for Greater Learning Student Survey System)	30%
Written Weekly Research Projects & Analysis	20%
Oral Presentation of Written Projects	50%
Total	100%
<p>All training plans are due February 6, 2016 – No Exceptions Written Evaluations are due April 23, 2016 – No Exceptions All written reports are to be turned in during your class period NOT via email. You may leave assignments at front desk to be placed in my box prior to class.</p>	

Grading System:

The Houston Community College System uses the following grading system:

A	90-100	Excellent	4	Points per semester
B	80-89	Good	3	Points per semester
C	70-79	Fair	2	Points per semester
D	60-69	Passing	1	Points per semester
F	59-	Failing	0	Points per semester
I		Incomplete	0	Points per semester
W		Withdrew	0	Points per semester

Note: To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP", and "I", do not affect GPA.

Record Keeping:

Please save all graded assignments and correspondences. This is especially important where credit may have been allowed after a paper was initially scored and recorded. In the absence of your papers, the instructor's records will be considered correct.

Grade Appeal Policy:

A student will have 30 days from the end of the semester to appeal a grade. Your request must be in writing and send to

HCC West Loop Campus
Attention: Rhonda Johnson
5601 West Loop South
Houston, TX 77081
Email: rhonda.johnson@hccs.edu

Students with Special Needs:

The Disability Support Services (DSS) Office assists students with physical, learning, or emotional disabilities in developing independence and self-reliance. Services include adaptive equipment and reasonable accommodations for admissions assistance, testing, academic advising, registration, and classroom instruction.

Interpreting service is provided for students who are deaf/hard of hearing and assistant technology devices are provided on a case by case basis.

HCCS is committed to compliance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 (Section 504). Students with special needs or disabilities, which may affect their ability to succeed in college classes or participate in college programs/activities, should contact the Disabilities Support Services (DSS)

If you require accommodations because of a physical, mental, and/or learning disability, please notify the instructor of this course as soon as possible and preferably before the end of the first week of class to arrange for reasonable accommodations. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office.

Disability support services can also be found on line at these Web Sites:

www.rehab.state.tx.us and www.ican.com

"Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office."

For questions, contact Donna Price at 713-718-5165 or the Disability Counselor at each college. Also visit the ADA web site at: <http://www.hccs.edu/students/disability/index.htm>

Faculty Handbook/Faculty Orientation is also available at <http://www.hccs.edu/students/disability/faculty.htm>

Attendance/Class Participation:

Lecture, weekly emails, chats, or discussion groups.

Withdrawal Policy:

The student has the ultimate responsibility to ensure that an official withdrawal/drop slip is completed, submitted to the Registrar's Office, and processed. The "Instructor" can no longer drop a student after the "Withdrawal" date.

The State of Texas has begun to impose penalties on students who drop courses excessively. That is, if you repeat the same course more than twice, you have to pay extra tuition. In addition, as of Fall 2007, students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

Special Information:

Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

Academic Integrity and Code of Conduct:

In becoming a part of the academic community, students are responsible for honesty and independent effort. Failure to uphold these standards includes, but is not limited to, the following: plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student's exam, orally communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of a exam or any part of an exam. Plagiarism means passing off as his/her own the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting a paper, report or project that someone else has prepared, in whole or in part. Collusion is inappropriately collaborating on assignments designed to be completed independently. These definitions are not exhaustive. When there is clear evidence of cheating, plagiarism, collusion or misrepresentation, a faculty member will take disciplinary action including but not limited to: requiring the student to retake or resubmit an exam or assignment, assigning a grade of zero or "F" for an exam or assignment; or assigning a grade of "F" for the course. Additional sanctions, including being withdrawn from the course, program or expelled from school, may be imposed on a student who violates the code of conduct and discipline.

Grade Reports:

The college records permanent grades only at the end of a semester and students can get their grades by going to www.hccs.edu. Grades will no longer be mailed or posted.

SCANS–Secretary’s Commission for Achieving Necessary Skills:

The Secretary’s Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our students are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- *Define the skills needed for employment*
- *Propose acceptable levels of proficiency*
- *Suggest effective ways to assess proficiency, and*
- *Develop a dissemination strategy for the nation’s schools, businesses, and homes*

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**- *An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.*
2. **Interpersonal**-*Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.*
3. **Information**- *An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize that effort to master information skills prepare students for future employment.*
4. **Systems**-*An understanding of social, organizational, and technological systems; ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.*
5. **Technology** - *The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important*

part of their education, whether the computers are used in self-paced learning or in-group projects.

The three SCANS foundation skills identified by the Commission are the following:

- 1. **Basic Skills** - Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities*
- 2. **Thinking Skills** – Creative thinking, decision making, problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for life-long-learning.*
- 3. **Personal Qualities** - Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others; with classmates, friends and family, customers, and coworkers. Look for changes to reinforce good personal qualities. And remember the power of teaching by example.*

Syllabus Changes:

While every attempt has been made to prepare this syllabus in final form, it will be the instructor’s prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the class. Students will be notified of any changes.

HOUSTON COMMUNITY COLLEGE WEBSITE: <http://www.hccs.edu>

Eagle One Student User ID:

Your Eagle One login user ID will be your HCC User ID (sometimes referred to as the “W” number). All HCC students have a unique User ID. If you do not know your User ID you can look it up by visiting the HCC homepage:

From www.hccs.edu, click on “Login Help” under the “Student System SignIn” field Then click on “Retrieve User ID” and follow the instructions.

Or use the direct link:

<https://hccsaweb.hccs.edu:8080/servlets/iclientservlet/sauat/?cmd=start>

*The default student password is “distance.” Students will then be prompted to change their password after their first login. Please visit DE Technical Support FAQs if you need **additional assistance with your log in.***

Please visit the new HCC Support Center website at:

<http://d2.parature.com/ics/support/default.asp?deptID=8081>

My Teaching Philosophy:

I consider myself to be a life-long learner, and I endeavor to inspire my students to do the same. I am responsible and accountable for giving my students' work my respect and critical evaluation, holding students to the highest ethical standards, and providing effective feedback that encourages them to grow. Therefore, I will prepare my course work with diligence and enthusiasm, challenge students to take risks associated with change and growth, encourage them to take advantage of campus services and opportunities for continued academic success.

Engagement, relevance, enthusiasm, and empowerment best describe my teaching philosophy. I believe students learn best when they are actively involved in the learning process. I also believe that using a variety of teaching strategies keeps all students engaged in the classroom, regardless of their learning preferences.

Students become engaged in the classroom when they see the relevance of their learning to their lives. An enthusiastic environment also facilitates engagement. One way to develop my student's enthusiasm in the learning process is to convey the enthusiasm I have for the subject matter. Enthusiasm is contagious. Helping students take control of their own education is crucial. Empowering students by allowing them to choose, engaging them in the evaluation processes (self, peer, and teacher), putting students in charge, and broadening their sense of responsibility.

I will not tolerate breaches of academic integrity. I will support and enforce college policies and procedures ensuring a respectful and vibrant classroom culture.

OFFICE OF INSTITUTIONAL EQUITY

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact the ADA Counselors for assistance.


It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Assignment Schedule:

An assignment schedule is attached to this syllabus. This schedule will be followed throughout this course.

WEEKLY CLASS SCHEDULE

DATES	ACTIVITIES
<p>Week One January 18 - 23, 2016</p>	<p>Introduction; Distribute & Review Syllabus, Course Guidelines, Instructor’s Expectations, House Rules & Requirements for Int’l Students; Written Assignment: Your reason(s) for Pursuing an Associate Degree. (All reports must be typed, double spaced, your name in upper left, course and number, week # & date of class) All assignments are due the next class date. NO EXCEPTIONS. This assignment is due 01/30/2016; Your work should reflect professionalism, quality, and career consciousness.</p>
<p>Week Two January 25 – 30, 2016</p>	<p>Randomly select presenters for previous assignment.</p> <p>Collect Written Assignment; Discuss Phi Beta Lambda, Q/A – Training Plans, Int’l Student Letters will be distributed immediately after class.</p> <p>ALL TRAINING PLANS ARE DUE NEXT CLASS SESSION 02/06/2016</p>
<p>Week Three February 1 - 6, 2016</p> <div style="text-align: center;">  </div>	<p>TRAINING PLANS DUE. Collect and review all training plans for accuracy and completeness. All signatures, titles, phone numbers, and maps must be completed and properly attached to training plans. Training plans without proper signatures will NOT be accepted. Please have training plan stapled prior to coming to class. Must be STAPLED!</p>
<p>Week Four February 8 - 13, 2016</p>	<p>Elaborate on Purposeful Grouping. Group Assignments; Group Leaders; Topics for research will be drawn by group leader; Presentation Guidelines; Distribute & Review Oral Presentation Rubric. Q & A</p>

<p>Week Five February 15 – 20, 2016</p>	<p>Class discussion on Crafting an Effective Resume (will also discuss Cover Letters & Thank You Letters); Bring samples of each; Discussion on Interviewing Skills and Techniques.</p> <p>Written Assignment to be turned in 2/27/16: Cover Letter, Resume. Identify an available position you are interested in and craft your resume and cover letter for that position. On a separate sheet, please list two questions you would ask your interviewer about that position. Please bring your jump drive to class so if called on to share assignment the entire class will be able to participate in the evaluation process.</p>
<p>Week Six February 22 - 27, 2016</p>	<p>Collect assignment: Randomly select written questions prepared by students. Review sample resumes and cover letters for self/peer evaluation purpose.</p>
<p>Week Seven Feb. 29- Mar. 5, 2016</p>	<p style="text-align: center;">GUEST SPEAKER</p> <p>Written Assignment: Using your creativity, prepare an evaluation instrument/survey of our guest speaker that will provide me with a clear understanding the value you received from this teaching strategy.</p>
<p>Week Eight Mar. 7 - 12, 2016</p>	<p>Collect Guest Speaker’s Evaluation Written Reports/Surveys. Class Discussion</p>
<p>Week Nine Mar. 14 - 19, 2016</p>	<p style="text-align: center;">SPRING BREAK!!</p>
<p>Week Ten Mar. 21 - 26, 2016</p>	<p style="text-align: center;">GOOD FRIDAY NO CLASS</p>
<p>Week Eleven Mar. 28 – Apr 2, 2016</p>	<p style="text-align: center;">GROUP COLLABORATION</p>

<p>Week Twelve Apr. 4 – 9, 2016</p>	<p>GROUP PRESENTATION</p>
<p>Week Thirteen April 11 - 16, 2016</p>	<p>GROUP PRESENTATIONS ALL EVALUATIONS ARE DUE NEXT WEEK 04/18/2016</p>
<p>Week Fourteen April 18 – 23, 2016</p>	<p>GROUP PRESENTATIONS & EMPLOYER’S WRITTEN EVALUATIONS</p>
<p>Week Fifteen April 25 - 30, 2016</p>	<p>GROUP PRESENTATIONS</p>
<p>Week Sixteen May 2 - 7, 2016</p>	<p>LAST CLASS DAY – REVIEW GRADES</p>

REMINDER!!

EGLS₃ (Evaluation for Greater Learning Student Survey System)

It has been my pleasure working with each of you! I wish you much success.