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**Business Administration/Technology  
Southwest College**

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**PROFESSIONAL OFFICE INFORMATION  
COOPERATIVE EDUCATION II**

**Catalog Description:**

**POFI 2380 COOPERATIVE EDUCATION & WORK II**

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).**

<b>Course Title</b>	Professional Office Information, Cooperative Education & Work II
<b>Course Number</b>	POFI 2380
<b>CRN</b>	32451
<b>Credit Hours</b>	3 Semester Credit Hours
<b>Prerequisites</b>	None
<b>Semester and Year</b>	Fall 2014
<b>Instructor</b>	Beverley Lawson
<b>Class Days and Times</b>	Saturday 12:00 PM-1:00 PM
<b>Class Room Location</b>	Stafford-Scarcella, Room W110
<b>Office</b>	N/A
<b>Office Hours</b>	By Appointment
<b>E-mail</b>	beverley.lawson@hccs.edu
<b>Office Phone:</b>	(713) 718-8792
<b>Office Fax:</b>	(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 a project under the general supervision of their cooperative education instructor.

**Evaluation and Grading Procedures:**

Students are expected to read all assignments, complete and submit all assignments on the due dates. **NO LATE WORK WILL BE ACCEPTED.**

<i>EVALUATIONS</i>	
Weekly Journals	20%
Company Profiles (the company where you are employed)	20%
Written Project Report(s) & Group Presentation	45%
Completed Training Plans & Student Evaluation by Employer	15%
Total	100%
<b>Company Profile Analysis: An analysis of the company who agreed to partner with the college to provide opportunities for students to blend classroom instructions, and on-the-job training/work experience to achieve educational objectives. (May use "About Us" format)</b>	

**Grading System:**

<b>The Houston Community College System uses the following grading system:</b>				
<b>A</b>	<b>90-100</b>	<b>Excellent</b>	<b>4</b>	<b>Points per semester</b>
<b>B</b>	<b>80-89</b>	<b>Good</b>	<b>3</b>	<b>Points per semester</b>
<b>C</b>	<b>70-79</b>	<b>Fair</b>	<b>2</b>	<b>Points per semester</b>
<b>D</b>	<b>60-69</b>	<b>Passing</b>	<b>1</b>	<b>Points per semester</b>
<b>F</b>	<b>59-</b>	<b>Failing</b>	<b>0</b>	<b>Points per semester</b>
<b>I</b>		<b>Incomplete</b>	<b>0</b>	<b>Points per semester</b>
<b>W</b>		<b>Withdrew</b>	<b>0</b>	<b>Points per semester</b>

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 quiz papers, examination papers, correspondence, and other assignments. 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 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](http://www.rehab.state.tx.us) and [www.ican.com](http://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 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. Attendance is **CRUCIAL**. See note on p9.

**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 an 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](http://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 within information is basic to any classroom. Emphasize that efforts 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 log in 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](http://www.hccs.edu), click on “Login Help” under the “Student System Sign In” 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>

#### **Assignment Schedule:**

The assignment schedule outlined below will be followed throughout this course.

## WEEKLY COURSE SCHEDULE

WEEK	ACTIVITIES
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>AUG. 30, 2014</b></p>	<p><b>Orientation/Review Syllabus &amp; Guidelines) Explain &amp; Distribute Training Plans. You may turn in Training Plans next class session.</b></p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>SEPT. 6, 2014</b></p>	<p><b>Distribute/Collect Training Plans; Explain Company Profile Assignment and Weekly Journals Assignment.</b></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>SEPT. 13, 2014</b></p> <div style="text-align: center;">  </div>	<p><b>TRAINING PLANS DUE.</b> Collect and review each training plan. This document is very important. It must be properly completed by all parties involved in this agreement (the student, the employer, the instructor, and signed off and approved by Dr. Wade). This document must be turned not later than the third week of class. TODAY.</p> <p><b>****LATE TRAINING PLANS WILL RESULT IN A “-50 POINTS”****</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>SEPT. 20, 2014</b></p>	<p><b>Library Assignment-</b> Use your creativity in preparing and presenting a profile (brief description) of the company where you are employed. Include in detail the following topics: (1) About Us, (2) What We Do, (3) Career Opportunities, (4) Policies/Procedures on Employee Safety; (5) Organizational Structure, and (6) Diversity. Must develop an interviewing instrument which you will use in obtaining some of the information for your company’s profile presentation/report.</p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>SEPT. 27, 2014</b></p>	<p><b>Lab Assignment:</b> Student will prepare briefs describing learning or leadership experiences involving yourself (four weeks)</p>

6 OCT. 4, 2014	<b>DUE: Company Profile and Briefs. Discussions and Presentations</b>
7 OCT. 11, 2014	<b>Assign Group Members; Team Leader will select topic for research</b> Explain purpose of Employers Evaluation Forms; Review form (DUE DATE: November 22, 2014-NO EXCEPTIONS) Group Assignment; <b>Two weeks of briefs are due today</b>
8 OCT. 18, 2014	<b>Library Assignment:</b> Group Collaboration. (Instructor will be on site to offer assistance as needed)
9 OCT. 25, 2014	<b>Group Collaboration:</b> Groups will meet at designated locations on Stafford Campus to finalize presentations. (Instructor will be on site to offer assistance as needed) Site TBD
10 NOV. 1, 2014	<b>Group Presentations;</b> Q&A upon the completion of the presentation
11 NOV. 8, 2014	<b>Group Presentations;</b> Q&A upon the completion of the presentation
12 NOV. 15, 2014	<b>Group Presentations;</b> Q&A upon the completion of the presentation
13 NOV. 22, 2014	<b>ALL STUDENT EVALUATIONS MUST BE TURNED IN TODAY. NO EXCEPTIONS. ***FAILURE TO DO SO=F; LATE= -30 POINTS***</b> <b>Group Presentations;</b> Q&A upon the completion of the presentation



<b>14</b> <b>NOV. 29, 2014</b>	<b>THANKSGIVING HOLIDAY – NO SCHOOL</b>
<b>15</b> <b>DEC. 6, 2014</b>	<b>LAST CLASS MEETING; REVIEW GRADES, ETC.</b>
<b>16</b> <b>DEC. 13, 2014</b>	<b>LAST OFFICIAL DAY OF CLASS</b>

**Have a Safe and Great Winter Break!!**

**NOTE: CHILDREN ARE NOT ALLOWED IN THE CLASSROOM NOR ARE THEY TO BE LEFT UNATTENDED OUTSIDE THE CLASSROOM.**

**ONLY STUDENTS ENROLLED IN THE CLASS (ON OFFICIAL ROSTER) ARE ALLOWED IN THE CLASSROOM.**

If you are unable to attend class, it is your responsibility to have your assignment left at the front desk not later than 11:30 a.m. on the Saturday of that class. No advance or late assignments will be accepted.