The best way to reach me is to leave me a voice mail. Email will not get to me as quickly as the phone! I check my voice mail several times a day.
I do NOT check my email as often as I check voice mail.

http://www.brookhavencollege.edu/management/ - My website has syllabi, forms and program information. I also post course numbers, registration information, and syllabi for the following semester, so you can plan ahead.

CATALOGUE DESCRIPTION
Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

COURSE LEARNING OUTCOMES
The student will, as outlined in the learning plan: Identify learning objectives related to current work activities encountered on the job; apply concepts and skills using specialized workplace materials, tools, equipment and procedures; demonstrate appropriate teamwork, interpersonal skills, written and verbal communication skills and knowledge of the business/industry.

STUDENT LEARNING OUTCOMES
Upon completion of this course the student will be able to:
1. Apply management concepts and principles to the student’s job.
2. Identify career goals.
3. Establish management work experience objectives.
4. Develop action plans to ensure timely and accurate accomplishment of specific objectives.
5. Report progress on specific management work experience objectives.
6. Understand and initiate the managerial processes of upward communication, commitment and cooperation with higher management for goal attainment.

STATEMENT OF WORKPLACE AND FOUNDATION COMPETENCIES
The Secretary’s Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills people need to succeed in the world of work. To prepare you with the knowledge and skills needed to succeed in today’s dynamic work environment, these workplace competencies and foundation skills have been designed into the curriculum for this course:

Common Workplace Competencies
Manage Resources: Time/Money/Materials/Space/Staff
Exhibit Interpersonal Skills: Work on teams/Teach others/Serve customers/Lead work teams/Negotiate with others/Negotiate with different cultures
Work with Information: Acquire and evaluate data/Organize and maintain information/Interpret and communicate data/Process information with computers
Apply Systems Knowledge: Work within social systems/Work within technological systems/Work within organizational systems/Monitor and correct system performance/Design and improve systems
Use Technology: Select equipment and tools/apply technology to specific tasks/Maintain and troubleshoot technologies

Foundation Skills
Demonstrate Basic Skills: Reading/Writing/Arithmetic and Mathematics/Speaking/listening
Demonstrate Thinking Skills: Creative thinking/Decision making/Problem solving/Thinking logically/Seeing with the mind’s eye
Exhibit Personal Qualities: Individual responsibility/Self-esteem/Sociability/Self-management/Integrity

This course provides an external learning experience and/or a capstone experience.

INSTRUCTIONAL STRATEGY
One of the primary purposes of Cooperative Education is to enhance the coaching relationship between the student and the supervisor. During the semester, the instructor will visit the student at the student’s place of employment. Normally a visit will last one hour or less, and will normally include a discussion with the student’s immediate supervisor. In completing the required work for the semester the student should experience the development of more cooperation, better understanding, and increased effectiveness on the job.
ATTENDANCE
Students are expected to attend all classes. However, if a student no longer wishes to stay in the class it is the student’s responsibility to initiate a drop action in the Counseling Dept. Failure to do so will result in an “F” grade for the course. The last day to drop with a “W” grade is April 18, 2013.

GRADING

CLASS PARTICIPATION
Students may earn 10 points for each full class in which they participate, excluding the days off for Exams One and Two in BMGT 1301. If a student attends less than the full class he/she will earn only 5 points. A total of 120 points may be earned for class participation during the semester.

GRADING CRITERIA:
All work that is submitted is expected to conform to the guidelines in this syllabus. Work will also be graded based on:
- Professionalism, which includes writing style and appearance of your package.
- Grammar, which includes spelling, word usage, punctuation and tense (past, present, future) used in your writing.

OBJECTIVES
On February 18, 2013, you will be required to turn in 2 sets of the following: a statement of your job responsibilities; 3 objectives with rationales and action plans; and the “Cooperative Education Training Plan,” which is page 9 of this syllabus, signed by both you and your supervisor. Your instructor will keep one set and return a graded set to you. You should give another set to your supervisor. The set is worth a total of 200 points. For more information see the section titled “Format for Submitting Objectives to Your Instructor” on page 7 of this syllabus.

END-OF-THE-SEMESTER REPORT
On April 29, 2013 you will be expected to submit a report detailing your accomplishments regarding your objectives. This report will also include a signed feedback letter from your supervisor, on your company’s letterhead stationery, expressing his/her opinions on your accomplishments. This report is worth a total of 200 points. For more information see the section titled “Format for Writing End-of-the-Semester Report” on page 7 of this syllabus.

GRADING SUMMARY

<table>
<thead>
<tr>
<th>Class participation 12 weeks @ 10 points each</th>
<th>120 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 sets of Objectives with all required documents</td>
<td>200 points</td>
</tr>
<tr>
<td>End-of-the-Semester Report</td>
<td>200 points</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>520 possible points</td>
</tr>
</tbody>
</table>

End of course grades:
- A = 468 - 520 points (90% or more of 520 points)
- B = 416 - 467 (80% - 89%)
- C = 364 - 415 (70% - 79%)
- D = 312 - 363 (60% - 69%)
- F = 311 points or less (59% or less)

Note: Late Work will be assessed a 5% penalty, per day!

The following will give you guidance on how to accomplish the requirements for this course.

COOPERATIVE EDUCATION REQUIREMENTS
The most exciting part of your management education at Brookhaven College will be your participation in Cooperative Education. This course allows you to tailor your education to your own career goals. This is the “real world” application of your education.

Cooperative Education is a course designed to develop your managerial skills through the completion of a written competency-based learning plan describing varied student learning objectives and planned work experiences.

This course utilizes a management-by-objectives and project planning approach to document and achieve your learning experiences.

In order to earn credit for this course you will establish at least 3 job-related objectives or projects that you can accomplish during the semester. The objectives may be accomplished either on your present job or off the job, if they further your career development.
YOUR CAREER GOALS
The first step in this process is for you to give serious thought to your career goals.
1. Do you wish to move from a technical position to a management position within your field, company or industry?
2. Do you wish to move into a higher level of management within your field, company or industry?
3. Do you wish to acquire training and visibility within your present company that will give you more opportunities for promotion within that company?
4. Do you wish to be of more value to your company so that you may feel confident of continued employment?

Do not believe that your career goal is to obtain a college degree. That is only one step in the career development process. If you eventually want to obtain a position in higher management but have no idea of where you are going or how to get there you could possibly be at the same job level when you graduate from college!

It is important for you to have an idea of what type of career growth you want to achieve because then the objectives that you set will help you achieve those career goals. Otherwise, you will just be doing activities with no idea how those activities will help you achieve your career growth.

This could possibly be the best college course you ever take! You will decide what you want to learn and where you want to grow in your career. Your professor will not assign irrelevant projects for you to achieve!

SETTING OBJECTIVES TO ACHIEVE YOUR CAREER GOALS
By now you are probably thinking, “This sounds great, but what kind of objectives could I possibly set?”

Let’s take the preceding examples and attempt to set some learning objectives or projects for each.

IF YOUR CAREER GOAL IS TO
1. Move from a technical position to a management position:
   Supervisors need leadership skills. Could you volunteer to lead a project team in your company? This could even be the team that plans the company Christmas party or annual picnic! Most employees do not want to lead teams. This is your opportunity to volunteer and demonstrate your leadership skills.
   Supervisors need organizing skills. Perhaps this is the time to write a procedures manual on how to do your job. If you are promoted (or get hit by a bus!) would your replacement have any idea how to do your job? If you think this project is too big to accomplish in 2 months, then decide how much of it you could do and state that as the objective: “Write one-half of the procedures manual for my job,” Or: “Write a rough draft of the procedures manual for my job.”

IF YOUR CAREER GOAL IS TO
2. Move into a higher level of management:
   Discuss with your manager or other professional contacts what experience you need to be considered for the next higher level management position. Set an objective to gain that experience. Managers need budgeting skills. If you do not have the responsibility to develop a budget would your manager allow you to be actively involved in the budget building process?
   Managers need presentation skills. Could you possibly make a company presentation that your boss usually makes?

IF YOUR CAREER GOAL IS TO
3. Be more promotable in your company:
   The previous suggestions apply here also. However, you may wish to move from one technical field to another technical field.
   For example, assume you work as an Accounting clerk. However, you would like to move into the Human Resource Management field and eventually work up into management in that field. Since Human Resource Management entails responsibilities for training, could you possibly set an objective to train someone in your accounting department? It could be an existing employee or a new employee. You could train them on something you know that they do not know. This gives you experience in the Human Resource Management skill of “training” and documentation of that experience.
IF YOUR CAREER GOAL IS TO
4. Be of more value to your company:
   Set objectives that will “grow” you or challenge you. Are there areas in your job that need improvement? Is there something new you could learn that would help you do your job better? Is there some project you have always wanted to tackle but never had the time to do? These are areas for possible objectives.

HAVE YOU RECENTLY MOVED INTO A BRAND NEW JOB?
How could you set objectives to grow when you barely know your new job? This is possibly the best time of all for applying this Cooperative Education process. Everyone wants to know what their new boss expects of them. This class gives you the opportunity to clarify your supervisor’s expectations. You should discuss with your manager his/her job performance expectations of you for the next 2 months. Your course objectives will probably relate to learning the new job. For example: You have recently been hired as an insurance salesperson. You will go through a 6 month corporate training program. One of your objectives could be to complete 1/3 of the company’s new hire training program.

Another example: You have been hired in an administrative support position. Your company utilizes a customized software program (“Widget Software”) that you do not know. You are expected to learn it. You ask your new supervisor: “What level of performance is expected of me within the next 2 months?” Depending upon his/her answer you set your objective. It could be: “Become fully trained on the Widget software.” Or: “Have a working knowledge of the Widget Software.” Or: “Gain familiarity with the Widget Software.” Or: “Learn the Widget Software well enough to complete the monthly report.” Your new supervisor will probably have to give you the suggested action plan activity steps you will need in order to learn the objective.

OBJECTIVES MAY BE ACCOMPLISHED EITHER ON YOUR PRESENT JOB OR OFF THE JOB, IF THEY FURTHER YOUR CAREER DEVELOPMENT
On the job objectives have already been explored. What are possible “off the job” objectives that could further your career development?

Perhaps you are unsure of your potential career path. You may decide to take on an objective to do in-depth career planning. Some of the possible action plan activity steps you could do to complete this objective would be: go through career counseling with a Brookhaven College career counselor; take a battery of career interest tests; read at least 2 career planning books (one good one is What Color is Your Parachute, by Richard Bolles); investigate possible jobs within your company; and actually interview for other jobs within your company.

Perhaps you feel you need to acquire confidence in public speaking or just more confidence, in general. You might consider an objective to join and participate in the Toastmasters Organization. Some of the possible action plan activity steps you could do to complete this objective would be: talk to people who belong to Toastmasters; visit several Toastmasters chapters; join a chapter; attend at least 3 Toastmasters meetings; and give an “Ice Breaker” speech at Toastmasters.

Perhaps you see the need to belong to a professional organization in your field. You could set an objective to join one. Some of the possible action plan activity steps you could do to complete this objective would be: investigate several professional organizations; attend several meetings; become a member of a professional organization.

Perhaps you need to learn a specific software program. Possible action plan activity steps would be: buy the program; install it; attend at least one training seminar; work through the tutorial; and specifically apply the software.

Perhaps you need to improve in a “soft” area, such as human relations or interpersonal skills. You could set an objective to: “develop and implement a plan to improve my human relations skills.” Since it is difficult to measure improvement in this “soft” area, the actual measurement of the objective is accomplishing the action plan activity steps that you write. Possible action plan activity steps you could do to complete this objective would be: attend at least 2 seminars on human relations; read at least 2 books on human relations; apply skills learned; and document accomplishments. You need to attend several seminars and read several books for this type of “soft” objective.
IMPORTANT NOTE: You are expected to accomplish all of the action plan activity steps that you establish. If you say you will accomplish an objective by attending 2 seminars and reading 2 books you must do that in order to receive full credit for that objective on your end-of-the-semester report. So plan your steps well, and locate books and seminars early. If one seminar gets canceled find another one to attend. It is acceptable to utilize substitute seminars or books. The requirement is to attend the amount of seminars or professional meetings, or read the number of books that you originally specified in the action plan. You do not need to turn in a replacement action plan if you have to substitute seminars, professional meetings, or books. As long as you attend the actual amount of seminars or professional meetings, or read the number of books that you stated in your action plan activity steps, all you have to do is list and explain those replacements in your end-of-the-semester report.

DO NOT SET ANY OF THE FOLLOWING AS OBJECTIVES:
- Finish this course.
- Finish any other college credit course.
- Attend one seminar.
- Read one book.
- Wellness objectives: Lose weight or workout.
- Attend one professional organization meeting.
- Loose objectives, such as: “I will be a better person.”

If you change jobs or become unemployed during the semester please contact your instructor immediately. It does not mean you must drop the course.

HOW TO WRITE OBJECTIVES AND ACTION PLANS

Step 1: Write a one or two paragraph statement of your job responsibilities. This will give a background briefing to anyone who reads your objectives.

Step 2: Write an objective in the following format:
- Start with an action or accomplishment verb
- Specify a single key result to be accomplished
- Give the target date for completing the objective
THE FOLLOWING IS AN EXAMPLE OF AN OBJECTIVE:
“Write a marketing training guide book by (completion date).”

Step 3: Give the rationale for this objective. Why is this objective important?
THE FOLLOWING IS AN EXAMPLE OF A RATIONALE FOR THE PREVIOUS OBJECTIVE:
“This will be used to train our new insurance sales agents and given to them to use as a reference.”

Step 4: Write an action plan. These are the major activity steps necessary to achieve the results identified in the objective. Each step must include a verb.

Step 5: Write the due dates for each activity step. These are the dates by when each activity step should be accomplished.

Step 6: List the names of other people, if any, whose assistance will be required to accomplish the activity step.

Your first activity step for every action plan must have a due date starting on or before February 18, 2013. Thus, if you have any problem with beginning an objective, you will know it early in the semester. If you see that you are having difficulty starting an objective on time you should submit a replacement objective and action plan to your instructor on or before March 4, 2013. Otherwise, you are expected to make significant progress on, or accomplish all of your original objectives. If you have not started an objective or made significant accomplishment on an objective, you will lose 33% of your end-of-the-semester report grade for each objective on which virtually no progress has been made. The last activity step for every action plan must have a due date of April 29, 2013, the date the end-of-semester report is due to your instructor.

****You must show at least one activity step per week for every objective.****

See “Exhibit A” for an example of a complete action plan (next page).
**Exhibit A**

**OBJECTIVE:** Develop and make a technical presentation at the corporate quarterly meeting by **April 29, 2013**.

**RATIONALE:** Every supervisor is expected to make a presentation about his/her department’s results for the last quarter. I will develop skills to become more confident making presentations.

**ACTION PLAN FOR ACCOMPLISHING THE OBJECTIVE**

<table>
<thead>
<tr>
<th>ACTIVITY STEPS</th>
<th>DUE DATE</th>
<th>OTHERS INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Locate training classes and books I could read on “How to Make Presentations.” Select at least one of each.</td>
<td>2-18</td>
<td></td>
</tr>
<tr>
<td>2. Read sections 1 - 3 on “Presentations” and “Presentation Aids” in the book <em>Effective Business and Technical Presentations</em> by Morrissey and Sechrest.</td>
<td>2-25</td>
<td></td>
</tr>
<tr>
<td>3. Finish reading the book (sections 4-6 on “Logistics, Delivery, and Conclusion”)</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>4. Attend class “Business Presentations” through SMU’s continuing education dept.</td>
<td>3-11</td>
<td></td>
</tr>
<tr>
<td>5. Establish a preliminary plan and objectives for the presentation.</td>
<td>3-15</td>
<td></td>
</tr>
<tr>
<td>6. Start attending the monthly Toastmasters meetings held on-site.</td>
<td>3-18</td>
<td></td>
</tr>
<tr>
<td>7. Develop an audience analysis for the presentation.</td>
<td>3-22</td>
<td></td>
</tr>
<tr>
<td>8. Attend my company-offered advanced class on Powerpoint so that I will be able to develop better presentation aids.</td>
<td>3-25</td>
<td></td>
</tr>
<tr>
<td>9. Select resource material to use during presentation.</td>
<td>3-29</td>
<td></td>
</tr>
<tr>
<td>10. Organize the material for effective delivery.</td>
<td>4-1</td>
<td></td>
</tr>
<tr>
<td>11. Give an “Ice-Breaker” speech at the monthly Toastmasters.</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>12. Develop visual aids and handouts.</td>
<td>4-8</td>
<td></td>
</tr>
<tr>
<td>13. Develop a storyboard worksheet.</td>
<td>4-12</td>
<td></td>
</tr>
<tr>
<td>14. Practice the presentation and evaluate it for necessary modification.</td>
<td>4-15</td>
<td>A sample audience</td>
</tr>
<tr>
<td>15. Give presentation at quarterly meeting.</td>
<td>4-19</td>
<td></td>
</tr>
<tr>
<td>16. Obtain feedback on presentation.</td>
<td>4-22</td>
<td>My manager</td>
</tr>
<tr>
<td>17. Submit “End of Semester Report” and manager’s letter</td>
<td>4-29</td>
<td></td>
</tr>
</tbody>
</table>
FORMAT FOR SUBMITTING OBJECTIVES TO YOUR INSTRUCTOR
--- A cover page, with your name. Must be typed.
--- A statement of your job responsibilities. Must be typed.
--- 3 objectives, with rationales and action plans for each objective. Each objective, rationale, and action plan should follow the format in “Exhibit A” (previous page). Must be typed.
--- Complete the “Cooperative Education Training Plan,” which is page 9 in this syllabus. Be sure you and your supervisor have both signed it. Does not have to be typed.
--- Staple all together. Do not put in a binder, a paperclip, or turn in loose pages.

Your objectives and action plans should be readily understandable by any person who would read them. It is highly suggested that you show these objectives and action plans to several people who are not in your line of work. Can each of those people understand exactly what you are planning to accomplish with each objective? If your objectives pass this test you will increase your chances of earning a good grade.

TURN IN 2 SEPARATE SETS OF EVERYTHING REQUIRED, ON OR BEFORE February 18, 2013.
If you wish to turn these in before the due date, your instructor will review them, make suggestions, if needed, and give you a chance to correct them before the due date. This will enable you to improve your chances of receiving an “A” on this requirement.

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FORMAT FOR WRITING END-OF-THE-SEMESTER REPORT
The purpose of the end-of-the-semester report concerning your Cooperative Education is to precisely communicate in writing what you have accomplished during the semester. This report is required for the Cooperative Education objectives. It consists of three parts.

1. A photocopy of your 3 objectives and action plans.

2. An end-of-the-semester letter from your supervisor. This letter should reflect your supervisor’s evaluation of your performance on the objectives for the semester. Your supervisor could also include suggestions for improvements that you could use in the future. This letter must be on company letterhead stationery and signed by your supervisor. There will be a 25 point reduction if this letter is not submitted with the report.

3. A typed analysis for each objective and action plan. This would include your accomplishments and what was learned in relation to the objectives and action plans that you set. This analysis should explain any changes in activity steps. Did you add or delete steps? Why? If you experienced any problems, what were they and how did you overcome these problems? How have you and your company benefited from this process? The analysis must be a minimum of 2 typed pages for each objective and action plan (font no larger than 12 and margins no wider than one inch). It is suggested that you give your manager a copy of your end-of-the-semester report. He/she will then have the opportunity to read this report at a time most convenient for him/her.

Your instructor is required to keep this report so be sure you keep a copy of the report and supervisor letter for your own records. Usually the supervisor letter is complimentary of the student. You should treat this as a letter of recommendation and keep it in your file.

Checklist for end-of-the-semester report:
--- A cover page with your name. Must be typed.
--- A signed letter from your supervisor on your company’s letterhead stationery.
--- A photocopy of your 3 objectives and action plans.
--- An analysis for each objective and action plan - minimum of 2 pages for each objective and action plan. Must be typed.
--- Staple all together. Do not put in a binder, a paperclip, or turn in loose pages.

TURN IN TO YOUR INSTRUCTOR ON OR BEFORE April 29, 2013.
The instructor has placed in the Brookhaven College Library excellent "End-of-the-Semester Reports" written by previous students. It is highly recommended that you read these reports before you write your own. They are at the "Reserve" desk under the name "Co-Op Reports - Avera." Please do not photocopy these or remove them from the library.

**COOPERATIVE EDUCATION--TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-28-13</td>
<td>Introduction to the Management Program. Discuss Objectives and Action Plans.</td>
</tr>
<tr>
<td>2</td>
<td>2-4</td>
<td>Discuss objectives, action plans, and co-op.</td>
</tr>
<tr>
<td>3</td>
<td>2-11</td>
<td>All students bring 1 objective, rationale, and completed action plan to tonight’s class. Sharing in groups.</td>
</tr>
<tr>
<td>4</td>
<td>2-18</td>
<td><strong>All students bring 2 sets of required objectives. Turn in at end of class.</strong></td>
</tr>
<tr>
<td>5</td>
<td>2-25</td>
<td><strong>TOPIC:</strong> Management degree plans and transferability of the Management Degree</td>
</tr>
<tr>
<td>6</td>
<td>3-4</td>
<td>Open Topic</td>
</tr>
<tr>
<td>7</td>
<td>3-11</td>
<td>Exam One - Exam for BMGT 1301. Class does not meet</td>
</tr>
<tr>
<td>8</td>
<td>3-18</td>
<td>Spring Break. Class does not meet</td>
</tr>
<tr>
<td>9</td>
<td>3-25</td>
<td>BMGT 1301 class continues until 9:00 p.m.</td>
</tr>
<tr>
<td>10</td>
<td>4-1</td>
<td>BMGT 1301 class continues through until 9:00 p.m.</td>
</tr>
<tr>
<td>11</td>
<td>4-5</td>
<td>BMGT 1301 class continues through until 9:00 p.m.</td>
</tr>
<tr>
<td>12</td>
<td>4-15</td>
<td><strong>TOPICS:</strong> Fill out Management sheets for next semester. Discuss summer and fall semester registrations. Discuss “End-of-the-Semester Report.”</td>
</tr>
<tr>
<td>5</td>
<td>4-22</td>
<td><strong>TOPIC:</strong> Time Management – Who’s Got the Monkey</td>
</tr>
<tr>
<td>12</td>
<td>4-29</td>
<td><strong>Turn in End-of-the-Semester Report, with the letter from your supervisor, tonight.</strong></td>
</tr>
<tr>
<td>5</td>
<td>5-6</td>
<td>Exam Two for BMGT 1301. Class does not meet.</td>
</tr>
<tr>
<td>5</td>
<td>5-13</td>
<td>It is strongly recommended that you come to the classroom tonight at 5:40 to review your grades with your instructor. This is your opportunity to clarify that your understanding of your grades is the same as the instructor’s. This is also your opportunity to review your grades with your instructor. This is your opportunity to clarify that your understanding of your grades is the same as the instructor's. This is also your opportunity to protest a grade if you disagree. This is your last chance before the grades become official. If you cared enough to have participated in this semester it is suggested that you participate in this class. The instructor will be available for a short time in the classroom.</td>
</tr>
</tbody>
</table>
COOPERATIVE EDUCATION TRAINING PLAN

To the Student: Please fill out completely. Please sign and ask your supervisor to sign it also. This should be submitted to your instructor with your objectives and action plans.

DATE______________________________

STUDENT NAME________________________________________________________________________________

EMPLOYER COMPANY NAME____________________________________________________________

DEPARTMENT__________________________________________________________________________________

EMPLOYER ADDRESS___________________________________________________________________________

STUDENT'S JOB TITLE__________________________________________________________________________

SUPERVISOR'S NAME____________________________________________________________________________

THE NUMBER OF HOURS THAT THE STUDENT WORKS PER WEEK____________________________

PLEASE GIVE A BRIEF EXPLANATION OF YOUR (THE STUDENT’S) JOB DUTIES AND ASSIGNMENTS:
________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

STUDENT’S TRAINING OBJECTIVE: The Cooperative Education professor will provide guidance to the student on the process for establishing learning objectives. The student and supervisor establish the learning objectives. The supervisor is asked to assist the student within the guidelines established by their company relating to such activities, and the student provides self-evaluation.

Each semester a student enrolls in Cooperative Education, it is necessary that new learning objectives be identified.

The instructor will visit with the student and the evaluating supervisor on the job site each semester. The instructor determines the final grade. The student agrees to abide by the guidelines of the Cooperative Education program.

______________________________________________
Supervisor Signature

______________________________________________
Student Signature

This document is not a legal contract and may be terminated at the discretion of any of the participants.
VERY IMPORTANT ANNOUNCEMENTS:

Homework: Do not e-mail any homework or extra-credit assignments to the instructor. All assignments are to be typed, printed by the student, and submitted to the instructor on campus, preferably during class time.

Note: Late Work will be assessed a 5% penalty, per day.

Receiving Your Grades. End-of-semester grades will not be mailed to you by the college. To receive your grades you have two options: through the Internet or through the Telephone Touch-Tone System. Depending on your choice use the following directions:

Internet Access to Grades:

1. Go to the Dallas County Community College website (http://www.dcccd.edu).
2. Next, click on eConnect at the top of the page.
3. Now click on Credit student menu.
4. You are now on the student menu.
5. Next click on My Personal Information (this will expand the menu)
7. Enter your seven digit student ID (not your social security #).
8. Enter your password or if it is your first time to use the system enter your date of birth. (Example: Feb 16, 1965 021665).
9. Now select the grade type you wish to review (CR-Credit Grades) and click on submit.
10. Grades start with “oldest” term—now find yours.

Notification of Absence due to Religious Holy Day(s): Students desiring to observe a religious holy day, which will result in a class absence, must notify their instructor in writing, for each class, no later than the 15th calendar day after the first class day of the semester in which the absence will occur. The student is required to complete any assignments or take any examinations, within a reasonable time, which may have been missed as a result of the absence.

Americans with Disabilities Policy Statement: If you feel you may need an academic adjustment (such as help with taking notes, etc.) because of any type of physical disability or learning difference, please talk with your instructor during office hours or by appointment before the end of the second week of classes. You may also contact special Services at (972) 860-4847 for advisement and counseling.

Academic Integrity: The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism and collusion. Your College Catalog and the DCCCD Catalog contain the entire Student Code of Conduct or go online at https://www1.dcccd.edu/cat0608/ss/code.cfm?loc=2 and scroll down to Responsibility, #11, for detailed information.

Financial Aid Statement Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy. Please note: If you are receiving Financial Aid grants or loans, you must begin attendance in all classes before the certification date. You also must attend or participate after the drop date in order not to be marked as non-attending in the event that you fail the course. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid.

6 Drops For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

https://www1.dcccd.edu/coursedrops