I. COURSE 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 online management-related learning with work experience. The student should have previous credit in or concurrent enrollment in core management classes or demonstrated competency approved by the professor.

II. COURSE PREREQUISITES:
No prerequisites required

III. REQUIRED / RECOMMENDED COURSE MATERIALS:

IV. COURSE OBJECTIVES:
The Secretary’s Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills that individuals need in order to succeed in the workplace. Richland College is determined to prepare you with the knowledge and skills you need to succeed in today’s dynamic work environment. Towards that goal, the following SCANS workplace competencies and foundation skills have been incorporated into the curriculum for this course:

**SCANS WORKPLACE COMPETENCIES**

1) Employ Interpersonal Skills
   - Participate as team members
   - Serve client/customers
   - Exercise leadership
   - Negotiate conflict resolution
   - Respect cultural diversity

2) Apply Thinking Skills
   - Display creative thinking
   - Exhibit decision-making skills
- Use problem solving skills
- Visualize mind’s eye concept
- Exhibit reasoning skills

3) Display Appropriate Personal Qualities
- Exhibit responsibility
- Demonstrate appropriate self-esteem
- Demonstrate appropriate social skills
- Display self-management skills
- Display integrity/honesty

V. LEARNING OUTCOMES:

- Develop competency-based learning-plan objectives
- Accomplish the above competency-based learning-plan objectives to the satisfaction of the professor and the employer
- Evaluate the accomplishment of the objectives
- Accomplish the completion of various professor-assigned projects
- Apply various techniques and concepts studied in class to actual work environments

VI. COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Course Dates</th>
<th>Seminar Plan</th>
<th>Other Information</th>
</tr>
</thead>
</table>
| Saturday January 24, 2015 | -- Introductions  
-- Ice Breaker/ Group Activity  
-- Management Activity  
-- Syllabus  
-- Homework explanation  
-- Review of all necessary forms  
-- Overview of work site objectives  
-- Assignment of Teams  
-- Power points  | Complete and submit Cooperative Education Student Information Sheet if you have not already done so  
REMINDER: First Essential Manager’s Manual Assignment due at the next seminar on February 21, 2015  
*No points will be given if a textbook unit assignment is submitted late.*  
After the seminar on Saturday January 24, 2015, you will be contacted by the faculty member that you are assigned to for your work site objectives. The objectives must be tasks that are over and above your normal work duties and tasks that will benefit your company or organization. (Caution: If this is your first Coop course and you need more information and/or clarification before talking with your supervisor, your assigned COOP professor will help orient you and to discuss the objectives and the process in DETAIL.) |
| Saturday, February 21, 2015 | -- Coop Team Members begin collaborating about their Team Presentation. (Time will be given in class for this)  
-- Group/Management activity  
-- Guest Speakers  | -- First Essential Managers Manual Assignment Due |
REMINDER: Second Assignment due at the next seminar on April 25, 2015. We do not meet for the seminar listed on March 21, 2015. *No points will be given if an assignment is submitted late.*

<table>
<thead>
<tr>
<th>Saturday, April 25, 2015</th>
<th>-- Team Presentations Due.</th>
<th>-- Second Assignment (practical theory) due</th>
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<tbody>
<tr>
<td></td>
<td>-- Coop paperwork should have been submitted if you have not already done so</td>
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<tr>
<td></td>
<td>-- Guest Speaker</td>
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<td></td>
<td>-- Group activity</td>
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VII. EVALUATION PROCEDURES:

All students in Richland’s four Management Cooperative Education courses will have different textbook unit assignments, depending on which specific BMGT course you are enrolled in. However, the grading process and point distribution will be the same for each of the Coop Courses. Specific textbook unit assignments can be found under the Course Documents tab.

Students are expected to maintain similar standards to those found in the workplace. As such, you are expected to complete all seminar activities and assignments on time--with excellence--and demonstrate a sincere willingness to learn.

<table>
<thead>
<tr>
<th>Student Assignments</th>
<th>Point Distribution</th>
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<tbody>
<tr>
<td>1. Three Work-Related Objectives/Worksite Visit</td>
<td>450 points</td>
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<tr>
<td>2. Two Assignments</td>
<td>250 points</td>
</tr>
<tr>
<td>3. 3 Seminars/Attendance</td>
<td>225 points (75 per seminar)</td>
</tr>
<tr>
<td>4. Team Presentation</td>
<td>75 points</td>
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<tr>
<td><strong>TOTAL POINTS:</strong></td>
<td><strong>1,000 points</strong></td>
</tr>
</tbody>
</table>

**NOTE:** No Exams will be administered in this course…Learning occurs and will be measured based on your performance on various work-related tasks and online assignments.
VIII. EXAMS AND ASSIGNMENTS:

There are no exams in this course. There is 1 essential manager’s manual assignment for this course along with another practical theory assignment. These assignments are to be submitted via Ecampus. Assignments submitted in class or via email will not be accepted. Late assignments will not be accepted unless there are extenuating circumstances or you have instructor approval.

IX. GRADING SCALE:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>599 and below</td>
<td>F</td>
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X. CLASSROOM POLICIES:

In this course, students are expected to participate in the three Saturday seminars and to perform at their highest level of excellence. All communications directed to each other and to the professor should be class related, timely, and conducted in a professional manner. Cheating will be grounds for dismissal from this class permanently and will result in a grade of "F" - failure. Cheating is defined as any act resulting in the copying of another student’s work. Plagiarism will result in the decrease of a letter grade. Plagiarism is defined as a students’ use of unoriginal content without appropriate citations. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and collusion.

XI. ATTENDANCE POLICIES:

Three are four scheduled seminars for this course: We will actually have in class meetings on 3 of the seminar dates: January 24, 2015, February 21, 2015 and April 25, 2015. The seminar scheduled for March 21, 2015 will not be meeting. Students will have this time to work independently on their group projects. Each seminar starts at 9:00 a.m. and ends at 12:55 p.m. Students are expected to actively participate and engage in the different learning activities that are scheduled for each seminar. The Course Schedule (located above) will give you specific deadline dates for submission of all assignments in this course. If the student is absent, 75 points will be deducted per seminar. If the student is tardy, points will also be deducted from your seminar total. Arrival 2+ hours late for a seminar will result in 0 points for that seminar, unless you have prior instructor approval. This course only physically meets 3 times for the semester so it is important you attend ALL seminars.

XII. INSTITUTION POLICIES: Refer to the Richland College website: www.richlandcollege.edu or to www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

XIII. QEP: Learning to Learn: Developing Learning Power

“Richland’s Quality Enhancement Plan (QEP) aims to provide techniques, practices, and tools to help students develop the habits and dispositions needed to be effective lifelong learners. The goal is to help students succeed in college and in life.