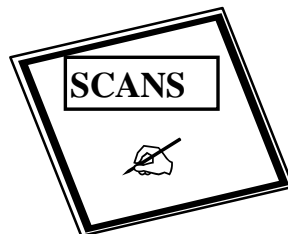




**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS TECHNOLOGY DEPARTMENT  
HOUSTON, TEXAS**

**COOPERATIVE WORK EXPERIENCE  
POFT 2380**



**Student Learning Outcomes**

**SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS  
SCANS COMPETENCIES INCORPORATED**

BUSINESS TECHNOLOGY DEPARTMENT  
Course Syllabus  
COOPERATIVE WORK EXPERIENCE

POFT 2380

(3Credit--1 Lecture, 20 Lab)

SEMESTER

<b>Instructor:</b>	<b>CRN:</b>
<b>Phone:</b>	<b>Time:</b>
<b>Fax:</b>	<b>Campus:</b>
<b>Email:</b>	

*The Coop Office will be open every Monday-Thursday, from 8:00 a.m. - 4:00 p.m., at the Central Campus, 1215 Holman, Room 200-JDB Building. Please call for an appointment.*

**FINAL EXAM:**

**LAST DAY TO ADMINISTRATIVE OR WITHDRAW:**

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**CREDIT**

These three (3) semester credit courses are approved by the Texas Coordinating Board, applicable on an A.A.S. degree in Business Technology. Prerequisites are: 12 semester hours of instruction in area, and grade point average of 2.5.

**COURSE DESCRIPTION**

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. Directly related to a technical discipline, specific learning objectives guide the student through the paid work experience. This course may be repeated if topics and learning outcomes vary.

**REQUIREMENTS**

Students participate in all seminars, relate work experience, and college instruction in Management subjects of current interest.

Employed for a minimum of 20 hours a week in a career-related field, with a Coop Sponsor (usually the supervisor or company representative).

Preparation of a written report in a learning objective form relating your HCCS instructor to your job, company, or industry with the assistance and approval of your Coop Sponsor and Instructor. Before conclusion of the semester, a written report meeting HCCS standards must be submitted with your conclusion/accomplishments. An oral presentation, 8 to 10 minutes, must be made to the class.

**EVALUATION**

Course grade will be assessed on the following standards:

- ❖ 25% class participation and attendance
  - ❖ 25% quality and timelessness of project proposal
  - ❖ 50% oral presentation and written report on project
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**SEMINAR  
OBJECTIVES:**

Students will submit a list of topics or subjects in the business area suitable for all class discussion during sessions. Subjects can be current status, economic, political, or financial topics which impact your company or industry. Oral presentation must be a least 8 to 10 minutes.

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The instructor will arrange visits to employment location with students. The first visit will be arranged as soon as the work project is approved by the Coop Sponsor and HCCS. Students must make an appointment with the Coop Sponsor, give specific instructions to the instructor, and participate in a discussion about this course and your project. A second visit will be scheduled near the end of the semester for evaluation.

**Student Learning Outcomes**

1. Student will submit a report on the relationship of their job, company or industry with instructions from HCC.
2. Students will submit a report on current topics or subjects that relates to their profession and career potential.

Note: Your project cannot cover just your normal work assignments. It must expand your knowledge, understanding of company or industry and assist in your training, development and career potential.

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**HCCS POLICIES**

Students are responsible for adhering to and following College policies. The Student Handbook is an excellent source of information for the student concerning these policies. The link for the student handbook is located at <http://www.hccs.edu/students/handbook/HandbookHome2.html>

Students should familiarize themselves concerning class attendance, withdrawals, scholastic dishonesty, and college services.

**STUDENT INFORMATION**

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook..

**ADA POLICY STATEMENT**

"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 their 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>

**CLASS ATTENDANCE**

Students are expected to attend all classes in which they are enrolled regularly. Class attendance is the responsibility of the student. It is also the responsibility of the student to consult with the instructor regarding an absence from a class. Class attendance is checked regularly by the instructor. A student may miss 12.5% of total class hours. *Reports of excessive absence will be sent to the Veterans Administration, Social Security Office, and other agencies responsible for aid to the student when appropriate.*

### **DROP OR WITHDRAWAL POLICIES**

A student may drop a course or withdraw from the college by following the procedure outlined by the Campus Director. Should circumstances prevent a student from appearing in person to withdraw, withdrawal may be completed by writing to the Registrar's Office. A drop or withdrawal request will not be accepted by telephone. A student who ceases to attend a class without officially dropping or withdrawing, will be given a grade of "F" for non-attendance. A semester-hour student who fails to attend classes by the twelfth class day of a regular term will be administratively withdrawn from the class roll. Students who officially withdraw from a course during the first twelve days of a regular term will not receive a grade and the course will not appear in their permanent records. Students withdrawing from a course after this period and prior to the deadline designated in the college calendar will receive a "W". A student may not withdraw from a course during the last two weeks prior to the final examination period.

### **ACADEMIC DISHONESTY**

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Student Handbook for further information regarding Academic Dishonesty.

### **LATE ASSIGNMENTS and MAKE-UP TEST POLICY**

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments and make-up assignments will only be accepted at the discretion of the instructor. All assignments for each level are due at the end of the level assignments.

### **REPEATER POLICY**

NOTICE: Students who take a course for the third time or more will face significant tuition/fee increases at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning passing grades, confer with your professor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **DEGREE PLAN**

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department at 713-718-7808 for information about filing a degree plan.

**NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with my supervisor, Ms. Willie Caldwell, Department Chair, at 713-718-7808 or Room E-119 Scarcella Building or [willie.caldwell@hccs.edu](mailto:willie.caldwell@hccs.edu)**

**Job Connections Online Placement Services:** <http://jobs.hccs.edu/>

**Students and Alumni** of the Houston Community College System can post resumes and search jobs online. Registration is free.



# Student Success Organizational Stewardship Business Technology Department

## STUDENT ADVISEMENT CHECKSHEET

When teaching Business Technology courses, it is a **requirement** for the professor to inventory and complete the below list of advisement items from each student.

Have you been informed about **degree plans** (contractual agreement)?

Yes  No

Have you been made aware of the importance of completing an application for **graduation** in order to receive your certificate or degree? Yes  No

Have you been given **job placement** information including:

- Job Placement Contact Person with
  - E-mail address
  - Telephone Number
  - Location
- Website address
- Access instruction for website including directions on how to navigate the job placement website

Yes  No

Name \_\_\_\_\_

Print "your" Name

I, \_\_\_\_\_, have been given  
Student Signature

Information regarding the above listed items.

Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_

This form will be returned to Willie Caldwell's office on date of completion.



**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS TECHNOLOGY DEPARTMENT**

**Student Questionnaire**

Name:	Last Name	First Name	MI	Social Security #
Address:	Street	Apt. #	Home Telephone	
City	State	Zip Code	Cell Telephone #	
E-mail address:				

**Educational Plan**

Have you determined your major? \_\_\_\_\_ Yes      No \_\_\_\_\_

Have you filed a degree plan? \_\_\_\_\_ Yes      No \_\_\_\_\_ (If no, please see your instructor or Business Technology Department Chair.)

Graduation Target Date: \_\_\_\_\_

(Must apply for graduation via the counselor's office in order to receive your certificate or degree)

**Employment History**

Are you currently employed? \_\_\_\_\_ Yes      No \_\_\_\_\_

Is your employment \_\_\_\_\_ Part-time? or \_\_\_\_\_ Full-time?

If you are employed, please complete the following:

Employer \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_ Phone# \_\_\_\_\_

**Comments:**

If you have any questions, please call 713-718-7808, or Fax 713-718-6774 between 8:00 a.m. – 5:00 p.m.

HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

*Willie T. Caldwell, Department Chair*  
10141 Cash Road, N-109 , Stafford Texas 77477

## STATEMENT OF WORKPLACE AND FOUNDATION COMPETENCIES

### SCANS

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 young people 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:

1. Define the skills needed for employment,
  2. Propose acceptable levels of proficiency,
  3. Suggest effective ways to assess proficiency, and
1. 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:

- **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.
- **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.
- **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 efforts to master information skills prepare students for future employment.
- **Systems**—An understanding of social, organizational, and technological systems; an 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.
- **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 lifelong 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 chances to reinforce good personal qualities. And remember the power of teaching by example.

# EFFECTIVE JOB PERFORMANCE: The Skills Employers Want

## ***FIVE COMPETENCIES***

### **Resources: *Identifies, organizes, plans, and allocates resources***

- A. *Time*—Selects good relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

### **Interpersonal: Works with others**

- A. *Participates as Member of a Team*—contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers*—works to satisfy customers' expectations
- D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates*—Works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity*—works well with men and women from diverse backgrounds.

### **Information: Acquires and uses information**

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information.*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

### **Systems: Understands complex inter-relationships**

- A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects performance*—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

### **Technology: Works with a variety of technologies**

- A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task*—understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment*—prevents, identifies, or solves problems with equipment, including computers and other technologies

## **A THREE-PART FOUNDATION**

### **Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks**

- A. *Reading*—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing*—communicates thought, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics*—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening*—receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking*—organizes ideas and communicates orally

### **Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons**

- A. *Creative Thinking*—generates new ideas
- B. *Decision Making*—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives
- C. *Problem Solving*—Recognizes problems and devises and implements plan of action
- D. *Seeing Things in the Mind's Eye*—organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn*—uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning*—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

### **Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty**

- A. *Responsibility*—exerts a high level of effort and perseveres towards goal attainment
- B. *Self-Esteem*—believes in own self-worth and maintains a positive view of self
- C. *Sociability*—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- D. *Self-Management*—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty*—chooses ethical courses of action