COURSE: WBL 111 WORK-BASED LEARNING I

HOURS: Lecture: 0 Lab/Shop: 0 Work Exp/Clinical: 10 Credits: 1

COURSE DESCRIPTION:

This course provides work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

PREREQUISITE(S): 9 SHC in major core courses

COREQUISITE(S): WBL 115

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

The progress and documentation of the cooperative work experience is monitored by a curriculum instructor and a cooperative work experience coordinator. The student is required to complete 160 hours of face-to-face contact at the college approved employer work site. A minimum of two site visits are completed by the curriculum instructor over the course of the semester to evaluate progress or lack of progress of the student’s performance at the work site. The student is also required to complete a packet of information that includes but is not limited to just measurable Student Learning Outcomes, Student Self-Evaluations of the work experience and submission of a three-page comprehensive paper at the end of the semester. This paper details how the student was able to integrate classroom learning to this related cooperative work experience. The monitoring and determination of whether course requirements are met are done by the curriculum instructor within the context of the work experience seminar.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Define and illustrate the impact of professional values and skill related competencies when working with people from diverse global and cultural backgrounds.
2. Successfully complete the three identified Measurable Learning Objectives (MLO).
3. Apply concepts learned in the classroom to the real-world environment.
4. Demonstrate acceptable business communication skills.
5. Perform an acceptable quality of administrative skills.
6. Perform an acceptable quantity of administrative skills.
7. Demonstrate the potential for career development in the field.
8. Define the role supervision plays in professional growth and development.
9. Compile a report assessing how the critical areas of learning were transferred from the
classroom illustrating how they related to the co-op work experience.

EXPLANATION OF SYLLABUS:

The Student Learning Outcomes listed in this syllabus are those required actions that a student who successfully completes the course must be able to perform or exhibit. The educational experience, however, is a two-way, interactive process involving both the student and his/her instructor. The student must play an active role in the learning process in order to be successful. Each Instructor will provide an Instructor’s Course Requirements document at the first class meeting explaining how he/she measures each of the Student Learning Outcomes listed in the syllabus. A student who is unable to accomplish the outcomes will not receive a passing grade in the course.

The information in this RCC Syllabus may not be accurate beyond the current semester. Textbooks and other course materials are subject to change. Students should verify the textbooks at the first class meeting with their instructor prior to purchasing.

RCC ATTENDANCE POLICY:

Regular attendance is considered essential to realize course outcomes. Students are expected to attend all scheduled meetings of classes for which they register. Rules on tardiness and leaving class early are addressed in each Instructor’s Course Requirements document.

No matter the basis for absence, students are held accountable for academic activities, and faculty may require special work or tests to make up for missed classes.

When courses are delivered through online instruction (DL or Distance Learning) or through a combination of traditional classroom and online instruction (hybrid), class participation is no less important, though its measurement may be somewhat different.

The Nursing Department’s requirement related to attendance exceeds the college policy. Nursing students are required to attend 90% of classes, labs, and clinicals. At the discretion of the instructor, a written assignment or makeup clinical may be given for hours missed determined to be unavoidable.

RCC GRADING SYSTEM:

Richmond Community College employs a system of letter grades and corresponding quality points per grade to evaluate a student’s performance in meeting the stated goals and objectives for each course.**

SECURITY AND SAFETY PROCEDURES:

RCC’s upgraded security procedures require all doors to be locked at class start-time.

All students, faculty, staff, and visitors must wear visible identification (ID) badges. Identification badges should be worn on the front of clothing. RCC employees can stop, restrict, and remove from any school-related activity or function anyone who does not display an ID badge.
STUDENTS WITH DISABILITIES:

Richmond Community College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which require that no qualified student with a disability be excluded from participation in or be denied the benefits of any services, programs or activities on the basis of his or her disability. If accommodations in the classroom and/or in extracurricular activities are required, the student is encouraged to contact the Disability Services Counselor in Student Services prior to the start of the semester; however, a student may request accommodations at any time. Reasonable accommodations may take up to three (3) weeks to implement. Richmond Community College is committed to providing support and services to students with disabilities to help them obtain a quality education and to reach their goals. Assistance is provided, as necessary, and is intended to help students participate in and benefit from the programs and activities enjoyed by all students.

WITHDRAWAL:

In order to officially drop or withdraw from one or more courses without academic penalty, students must complete the “Change in Registration Status” form and submit it to the Registrar's Office before the 75% Point of the Term. Students may obtain the “Change in Registration Status” form from Student Services or from an instructor. Students are responsible for obtaining the course instructor(s) signature(s) and returning the “Change in Registration Status” form to the Registrar.

Students who withdraw before the 75% Point of the Term will receive a grade of “W.” Students who withdraw after the 75% Point of the Term will receive a grade of “WF” or “WP.” The Registrar will inform the students by mail of their withdrawal and the right to appeal.

WITHDRAWAL AND FINANCIAL AID:

The Return of Title IV Funds policy affects any student who receives Federal Financial Aid (for example, Pell Grants) and who withdraws from all classes. Under this policy, any student who withdraws or is withdrawn by the instructor completely from classes on or before the 60 percent point of the term will be required to repay all or a portion of his/her Federal Financial Aid.

**Please refer to the online version of RCC’s Catalog & Student Handbook for current academic and general policies.**