I. INTRODUCTION

A. A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer. An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

B. BMGT 2488 fulfills the CAPSTONE Experience requirement for the Business Management certificate program. BMGT 2489 fulfills the CAPSTONE requirement for Business Management and Marketing and Sales Management degree programs, except Entrepreneurship.

C. BMGT 2488 and 2489, Business Management Internships I and II, are both occupationally related and serve as preparation for a career in Business/Marketing/Sales Management.

D. Prerequisites: Sophomore and permission of Department Chair. Note: BMGT 2488 is a prerequisite to 2489.

E. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, B, C1, 2, etc.) and foundation skills (FA, B, C1, 2, etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000,” Executive Summary, furnished separately.
II. LEARNING OUTCOMES

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

A. As outlined in the learning plan, the student will master the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, and legal systems associated with the particular occupation and the business/industry;

B. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

C. The instructor will ensure the following Secretary=s Commission on Achieving Necessary Skills (SCANS) foundation skills and competencies are addressed in the course: (NOTE: Parts of the syllabus applicable to a specific SCANS area are coded as shown below.) A detailed description of each skill/competency is contained in "A SCANS report for America 2000, Executive Summary", furnished separately.

1. Foundation Skills
   a. Basic Skills
      (1) Reading (FA1)
      (2) Writing (FA2)
      (3) Arithmetic/Mathematics (FA3)
      (4) Listening (FA4)
      (5) Speaking (FA5)
   b. Thinking Skills
      (1) Creative Thinking (FB1)
      (2) Decision Making (FB2)
      (3) Problem Solving (FB3)
      (4) Mind=s Eye Seeing (FB4)
      (5) How to Learn (FB5)
      (6) Reasoning (FB6)
   c. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
      (3) Sociability (FC3)
      (4) Self-management (FC4)
      (5) Integrity/honesty (FC5)
2. Competencies
   a. Resources
      (1) Time (CA1)
      (2) Money (Budget) (CA2)
      (3) Materials/Facilities (CA3)
      (4) Human Resources (CA4)
   b. Interpersonal Skills
      (1) Team work (CB1)
      (2) Teaches others (CB2)
      (3) Serves Customers (CB3)
      (4) Leadership (CB4)
      (5) Negotiates (CB5)
   c. Information
      (1) Acquires/uses (CC1)
      (2) Organizes/maintains (CC2)
      (3) Interprets/communicates (CC3)
      (4) Uses computers (CC4)
   d. Systems
      (1) Understand (CD1)
      (2) Monitors/Corrects (CD2)
      (3) Improves/Designs (CD3)
   e. Technology
      (1) Select Tools/Equipment (CE1)
      (2) Applies Technology (CE2)
      (3) Maintains/Troubleshoots (CE3)

III. INSTRUCTIONAL MATERIALS

   A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

   A. Reading Assignment: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (FA1 & 5, CC3)

   B. Lab Requirements: Each student must be working in an “approved training station” an average of: (FB5)

      1. Twenty hours per week during the 16-week semester.
      2. Twenty-six hours per week during the 12-week semester.
Students will include training in:

1. Automated computer skills on systems typically used in their training station environment. (CC4)
2. Working with customers and clients within framework of real estate laws, rules and regulations. (FB6, CB3, CB5)
3. Function within the office environment based in company policy procedures. (CA3)
4. Understanding market conditions, trends, and predictions utilizing statistics from various sources. (CD1, CD2)
5. Marketing techniques with an eye towards developing new or alternative marketing avenues and evaluating current marketing efforts with input to modify or enhance current systems. (CD3, CB4)

If this requirement is not met, the student will not be permitted to continue in the course. Should it become necessary to change training stations, or should you be terminated during the semester from your place of business, the instructor should be notified immediately. (FC1, FC3, FC4, FA1)

C. Learning Objectives Phased Presentation: This presentation to both your instructor and Internship Site Supervisor (ISS) is the basic planning document for the course. Along with your end of course report are critical elements of the course and as such, the value is 20% of the total grade. The presentation and end of course report lists and explains the internship work objectives as determined by the student, instructor, and ISS. These represent training objectives established for the semester. These objectives are desirable and applicable for the student’s progress in his/her profession. (CA1, CA2)

The student should take the list of proposed training objectives to his/her ISS for discussion and ultimate approval. The ISS is the broker, sales manager, owner, or whomever has agreed to supervise the training. The ISS should then edit the objectives for applicability, pertinence, and conformity with the company training parameters. (FB1)

Once the student and the ISS are in agreement, the ISS draft presentation is submitted to the instructor-coordinator for validation and scoring. After the presentation is validated the presentation is presented to the ISS for final approval. The training for the semester is considered to be in effect and your internship can begin. Normally the first 15 to 20 days of the semester is used to complete the ISS presentation process.

The ISS will make assignments, periodically review assignment progress and evaluate performance with the student, and discuss suggestions for improvement with the student. (CA4)
The Learning Objectives are typed in final ISS presentation, should be reproduced and distributed as follows:

1. One copy to the instructor-coordinator at the second class meeting/seminar.
2. One copy included in the Project Report that is due at the end of the semester as part of the end of course report.
3. One copy to the ISS.
4. One copy for the student’s records.

D. Seminars: Sixteen hours of classroom/seminar time will be scheduled during the semester--attendance is mandatory. Seminar topics will include student presentations of training plans and interim/final project reports; as well as other learning activities of interest to the class (such as case studies, topic discussions, and guest speakers). (FA4, FB2, CB2)

Students will be assigned to seminar teams to select topics, speakers, and presentation methods. (FB1, FC3, CB1)

The meeting schedule will be distributed on the first class day.

E. Project Report: Each student is required to submit a typewritten Project Report that contains the following information: (NOTE: FAILURE TO SUBMIT REQUIRED PAPERWORK WILL RESULT IN A GRADE REDUCTION OR FORCED WITHDRAWAL FROM THE COURSE.) (FC1, FC2, FA1, CC3, FA2)

1. Title page with name of student and sponsoring organization.
2. A copy of the typed learning objectives presentation.
3. A documented report describing how each training objective was achieved. (FB3, CC2)
4. A summary of lessons learned, including an explanation of difficulties and problems encountered and how they were handled. (CC1 & 3)
5. Supervisor’s appraisal report.
6. Students are encouraged to include automated word processing and/or graphics applications as an integral part of their report. (CC4, CE1 & 2, FB4)
7. Each student will give two oral progress reports to the class. (FA5)
8. An End of Course template will be provided by the instructor.
NOTE: Project reports will NOT be returned. The student should make a copy for his/her records before submitting the project report. The ISS presentation and end of course report are required for course completion.

F. Textbook Assignment: Each student will be given reading assignments and activities to be accomplished utilizing the course textbook.

G. Class Attendance: (Refer to CTC Catalog, Page 54 for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. You are required to respect the rights of other students in the class and observe the rules of classroom etiquette B no disruptive talking or interrupting the instructor or other students. (FC1 & 3, FC4)

V. EXAMINATIONS (CC1, CC2, FC2)

There will be one comprehensive final exam administered at the end of the semester. The exam schedule and material covered on each exam will be provided by the instructor. The type of exam questions (essay, multiple choice, mathematics) will be specified by the instructor during pre-exam reviews.

VI. SEMESTER GRADE COMPUTATIONS

Learning Objectives ISS Presentation 100 points
Textbook Assignments and Objective Updates 580 points
- First Oral (FA5) 60 points
- Second Oral (FA5) 60 points
Project Report and Performance Evaluation 100 points
Final Comprehensive Exam:
  a) Multiple choice - 80
  b) Mathematics - 20 (FA3) 100 points
Total 1000 points

Point-to-Grade Ratio

900 - 1000 = A
800 - 899 = B
700 - 799 = C
600 - 699 = D
0 - 599 = F
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
E. **Americans With Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility: (FC3)** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Honesty and Integrity: (FC5)** All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. **Plagiarism:** The taking of passages from writing of others without giving proper credit to the sources.
2. **Collusion:** Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. **Cheating:** Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

**VIII. COURSE OUTLINE: Per Instructor**

A. Because of the nature of the individual projects undertaken by students at the direction of their supervisor, there is no standard breakdown for predetermining units of instruction.

B. In lieu of predetermined topics, each student will follow guidelines established in conference with his/her supervisor and instructor-coordinator.

C. Seminar topics will vary with each semester and will be announced by the instructor at the beginning of each semester.
BMGT 2488/2489
REAL ESTATE INTERNSHIPS I AND II

COURSE OUTLINE

INSTRUCTOR: ________________ PHONE (WORK):

<table>
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<tr>
<th>CLASS PERIOD</th>
<th>ACTIVITY/ASSIGNMENT</th>
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</thead>
</table>


APPLICATION FOR ADMISSION TO INTERNSHIP TRAINING

Semester _____________ Year ______ Internship Course

I. NAME __________________________ SSN: __________________________
   (Last) (First) (MI)

PLACE OF EMPLOYMENT

BUSINESS ADDRESS

HOME ADDRESS

BUSINESS PHONE __________________________ HOME PHONE

YOUR POSITION TITLE __________________________ DEPARTMENT

SUPERVISOR= S NAME __________________________ SUPERVISOR= S PHONE

SUPERVISOR= S TITLE __________________________ BUSINESS ADDRESS

II. The following questions are based upon rules and regulations of Texas Educational Agencies
   which require the development of a Training Plan for the Internship portion of the program.
   The training plan lists objectives which you expect to attain at your work station during the
   semester.

   Yes-No

   A. Will you be working at least twenty hours per week at your training station?

   B. Will your supervisor help develop and sign your training plan?

   C. Will your supervisor allow your instructor/coordinator to visit the training station two or three times during the semester?

   D. Will your supervisor contribute toward the development of your training goals?

   E. Will your supervisor agree to participate in the rating of your performance and an evaluation as a portion of your semester grade?

   F. Check here if you are self-employed or you have no supervisor.

NOTE: The guidelines require that an applicant for internship training declare himself/herself a Business Management, Finance and Banking, Real Estate, or Hospitality major if he/she is to be eligible for internship training. If you are accepted into the program, you may consider this your declaration of intent.

STUDENT=S SIGNATURE: __________________________ DATE:

INSTRUCTOR=S SIGNATURE: __________________________ DATE:
III. Using the space below, please write a brief description of your job duties..
IV. On the back of this page, please draw a strip map which indicates the location of your place of employment.
RELEASE AND ACKNOWLEDGMENT OF ASSUMPTION OF RISK FOR OFF CAMPUS ACTIVITIES

In consideration of being permitted to participate in_____________________

(Here in after the Activity), I, the undersigned, in full recognition and appreciation of the danger and hazards inherent in the activity (including but not limited to transportation associated with the activity), which I have had a full opportunity to investigate through any questions I wished to ask of the responsible person, I agree to assume all the risks and responsibilities arising out of my participation in the activity and any other activities undertaken as an adjunct thereto; and, further, I do for myself, my heirs, and personal representative(s) hereby release, hold harmless, and forever discharge CENTRAL TEXAS COLLEGE and all of its officers, agents and employees from and against any and all claims, demands, and actions, or causes of actions, on account of damage to personal property, or personal injury, or death which may result from my participation in the activity.

In witness whereof, I have caused this release to be executed this _____ day of _____________, 20XX.

________________________________________
(Signature)

________________________________________
(Printed name)

_______ (Co-signature of parents or guardian if student is under 18 years old of age.)
CENTRAL TEXAS COLLEGE
Business Administration Department

WORK STATION MEMORANDUM
COOPERATIVE EDUCATION (INTERNSHIP) PROGRAMS

__________________________ is enrolled in a Cooperative Education (Internship) Program at Central Texas College (CTC). The college credits to be awarded to the student at the end of the semester are based upon:

1. Participation in sixteen classroom hours of real estate seminar, AND
2. A minimum of eighteen hours (36 hours for eight-week courses) of supervised work experience per week on the job site.

There are three persons who are involved with this cooperative education (internship) program: (1) the student, (2) the job-site supervisor, and (3) the CTC faculty coordinator.

(1) The STUDENT will be primarily responsible for managing the work objectives established at the beginning of the semester, coordinating with the job-site supervisor and the faculty coordinator.

(2) The JOB-SITE SUPERVISOR provides guidance and information input to the student-employee as he/she works toward achievement of the work objectives. The Job-Site Supervisor will also rate the performance of the student-employee at the end of the semester.

(3) The FACULTY-COORDINATOR coordinates the program by ensuring all documentation is present in the student’s file and provides occupational/vocational counseling. The Faculty Coordinator will manage all classroom requirements and administer a final grade for the student’s overall participation in the program.

Semester training objectives are listed on the back of this sheet and represent the learning experiences and job tasks that the student agrees to accomplish prior to the end of the semester. This is not a contract, and is therefore not intended to commit the employer to any course of action or agreement beyond the scope of proposing on-the-job training objectives for the student-employee.
LEARNING OBJECTIVES FOR THE PRESENT SEMESTER

Course: ___________________________ Semester: _______________ Name: ___________________________

Present Job: ___________________________

Target Job or Projected Level of Accomplishment:

You should meet with your instructor-coordinator to identify possible learning objectives and then secure the understanding and approval of your job supervisor. Your supervisor’s input in the formulation of these training objectives is vital. See pages 19-24 herein for specific guidance on developing objectives.

OBJECTIVE #1:

A. What will you accomplish?

B. How will you accomplish it?

C. How will your achievement be measured?

______________________________  ____________________________
Supervisor’s Signature          Date
INSTRUCTIONS FOR TRAINING LOG

PART 1: A SUMMARY OF INTERN TRAINING EXPERIENCES

1. Lessons Learned:

   (A short paragraph summarizing lessons learned on-the-job during the pursuit of your training objectives this semester.)

2. Description of Training Received:

   (A short paragraph explaining the method your supervisor used in the conduct of the training objectives this semester.)

3. Problem Areas Encountered:

   (A short paragraph describing any problems encountered that made attainment of your training objectives difficult. This paragraph should also include any significant real estate problem areas that you encountered that may be of benefit to you in the years to come.)

PART 2: TRAINING RECOMMENDATIONS

   (This paragraph should include at least two or three recommendations that you would make to ensure the quality and comprehensiveness of a valid training program within your particular organization.)
TRAINING LOG

PART 1: A SUMMARY OF INTERN TRAINING EXPERIENCES

1. Lessons Learned:

2. Description of Training Received:

3. Problem Areas Encountered:

PART 2. TRAINING RECOMMENDATIONS
<table>
<thead>
<tr>
<th>R</th>
<th>G</th>
<th>1. Does not rank very well with others I have known.</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>U</td>
<td>2. Ranks just below the average of others I have known.</td>
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<tr>
<td>T</td>
<td>I</td>
<td>3. Ranks about average with others I have known.</td>
</tr>
<tr>
<td>I</td>
<td>D</td>
<td>4. Ranks better than the average I have known.</td>
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<tr>
<td>N</td>
<td>E</td>
<td>5. Ranks among the very best I have known.</td>
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### I. PART I

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<tbody>
<tr>
<td>A</td>
<td>Does the student exhibit manager qualities, characteristics, and potential?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>B</td>
<td>Does the student exhibit initiative in his/her work?</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>C</td>
<td>Does the student perform well in his/her job?</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>D</td>
<td>Is the student a career motivated in his/her profession?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>E</td>
<td>Does the student work diligently toward his/her training plan, goals, and objectives?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>F</td>
<td>Does the student have the knowledge about his/her work that you think he/she should?</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>G</td>
<td>Is the student reliable and dependable?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>H</td>
<td>Does the student get along well with others in the performance of his/her work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
I. Does the student have the necessary communicative skills to perform well at your place of business?

   1    2    3    4    5

J. Does the student's professional behavior reflect organizational standards?

   1    2    3    4    5

II. PART II (NO POINT VALUE)

K. This semester, approximately how many hours per week did the student spend at work?

   a   b   c   d   e
   (0-5) (6-10) (11-15) (16-20) (21+)

L. Approximately how many times were discussions held concerning the semester training objectives?

   a   b   c   d   e
   (0) (1) (2) (3) (4+)

M. Do you have any training recommendations for the student?

______________________________
Supervisor’s Signature

______________________________
Student’s Signature
COOPERATIVE EDUCATION
Achievement By Objectives

Cooperative Education recognizes the value of learning which can take place on real jobs, solve problems, and see the results of your work. It is also important for you to move onward and upward in the job.

One of the requirements of the cooperative program is that you must follow a planned work experience which includes new and added responsibilities or learning opportunities beyond those already done. Being able to gain work experience is recognized, and the demand for new learning is given special attention.

It is expected that your evaluations by supervisors should improve because they are based on objectives decided upon in advance. Also, you can determine whether or not you are on the right path in your work.

Your instructor-coordinator will help you set and reach on-the-job objectives. Your supervisor must help by meeting with you and your instructor-coordinator to agree on the objectives, guide you in your work, and evaluate your achievements.

A statement of objectives is designed to describe what you plan to learn on your job during the semester. It should say what you plan to learn, how you will learn it, and how you will measure what you have learned.

By setting obtainable objectives, you, the instructor-coordinator, and supervisor can expect changes in your feelings, thoughts, and actions. You should pay attention to these questions:

a. What is your present level of development?
b. What are your present areas of interest?
c. What will you be expected to do?
d. What problems will you have?
e. What will you learn about yourself which will help you in the future?
LEARNING OBJECTIVES

Key: Instructor/coordinator will instruct and advise you in developing and achieving objectives on the job.

A learning objective is a precise statement describing the tasks necessary to achieve the result, accomplishment, skills, knowledge, or behavior you wish to attain on your job each semester. The objective will also state the conditions for the evaluation of achievement.

Importance of Learning objectives
1. They will enable you to realize the educational opportunities that are available to you on the job.
2. They will provide an open line of communication between you and your supervisor concerning job performance.
3. They will make evaluation at the end of the semester more meaningful to you.
4. You can anticipate a change in feeling, actions, and thinking.
5. You are predictor of your own success and accomplishments as you seek to experience real on-the-job learning.

Steps for establishing objectives
1. You will meet with your instructor/coordinator to identify possible learning objectives.
2. You will secure the understanding and approval of the job supervisor.
3. You will write a preliminary draft outlining your objectives in terms of:
   A. What you plan to accomplish
   B. How you are going to accomplish them
   C. How you will measure their achievement
4. An on-site meeting will be scheduled with the instructor/coordinator, supervisor, and you to confirm the job related learning objectives.

Guidelines for preparing objectives
   Words to avoid:
   
   Know         Enjoy         Believe
   Understand   Appreciate   See
### Categorized “Shopping List” of Action Verbs Which May Be Helpful in Developing Valid Learning Objectives

<table>
<thead>
<tr>
<th>Simple Tasks</th>
<th>Study Skills</th>
<th>Social Skills</th>
<th>Analytical Skills</th>
<th>Synthesis Skills</th>
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GUIDANCE FOR SETTING OBJECTIVES

1. Define each objectives in terms of a single result.
2. Select language which can communicate to all interested parties-not tom just a limited technical group.
3. Identify new learning experience which go beyond those you have had. (Where will I be able to do at the end of the work period that cannot do now?)
4. Know what goals your employer is seeking to accomplish so that your objectives can coincide.

Sample categories
The following categories are suggested as examples to further your understanding of learning objectives:
1. Routine- is there room for specific improvement?
2. Problems solving- is there a specific problem to be solved with measurable results?
3. Personal- can human relations be improved on the job? Problems may arise working with and for other people.
4. Creative- can’t result in savings in time, cost, etc?
5. New assignments. - can new duties provide experience which can serve as objectives .

Suggestions for writing learning objectives
1. Start with an action verb
2. Identify a single key result for each of the objectives
3. Is the objective achievable? Give the day, month, and year of estimated
4. State verifiable criteria which signal when the objective has been reached.
5. Discussion with your supervisor and instructor/coordinator will make it easier to identify things that need to be done.

Sample objectives
A. Routine
1. What will I accomplish?
   I will, by June 1, increase my typing speed to 65W.P.M. with less that three errors.
   How?
   Through practice and weekly timed tests given by my instructor.
   Measurement?
   Demonstrate my skills to supervisor by successfully completing a five-minute test.
2. What will I accomplish?
   By the end of the semester, I will learn to service, repair and diagnose an automobile brake system.
   How?
   By observing the brake technicians and assuming new tasks daily.
   Measurement?
   I will satisfactorily overhaul an automobile brake system under observation of my supervisor.
B. Problem-solving

C. Personal
1. What will I accomplish?
During this semester, I will analyze the reasons for record errors in the periodic inventory.
How?
I will discuss with other company employees the errors that they have found, form opinions, and give recommendations.
Measurement?
I will submit or my supervisor for evaluation a written report recommending ways to reduce shrinkage.

2. What will I accomplish?
By June 1, I will develop a more adequate routing system for air conditioning technicians to reduce in-shop and first-time call.
How?
By structuring a drop-routing system with a detailed work order which will enable anyone to pull parts and place them in a designed area for each technicians.
Measurement?
A written report including old and new routing sheets will be submitted to my supervisor indicating the reduction of in-shop time.

D. Creative
1. What I will accomplish?
By the end of the semester, I will collaborate with fellow employees on possible moral problems and their solutions.
How?
By describing methods of controlling organizational conflict.
Measurement?
The description will be submitted to and evaluated by my supervisor.

2. What will I accomplish?
By the end of this semester, I will develop a test fixture to run life tests on a hot-gas valve fixture to verify electro-mechanical reliability.
How?
By examining the present techniques and steps involved.
Measurement?
Demonstrate to the supervisor and coordinator the effectiveness of the test fixture in comparison with present methods.

E. New assignments
1. What I will accomplish?
I will learn, by the end of the semester, how documents from my office are processed and what costs are involved.
How?
I will write a report on the operation of the computer center.
Measurement?
Supervisor will evaluate my report.

2. What I will accomplish?
   I will by September 17, write a proposal to lease or to purchase the mag card
electric type writer including a statement of need, definition of terms,
justification, procedures with cost, and evaluation strategies.
How?
By comparing a minimum of two processing systems.
Measurement?
My supervisor will evaluate the report.