



# COURSE OUTLINE

[This suggested format is advisory; faculty members are free to modify it consistent with its guidelines.]

<u>OHT 300</u>	<u>Ornamental Horticulture Cooperative Education I</u>
<b>Course Number</b>	<b>Course Title</b>

1 _____	<u>90 Laboratory Hours</u>
<b>Credits</b>	<b>Hours: lecture/laboratory/other (specify)</b>

**Catalog description:**

A continuation of OHT 299. The student earns one credit for a total of 90 hours of work experience in the horticulture field.

<b><u>Prerequisites:</u></b>	OHT 299	<b><u>Corequisites:</u></b>	None
------------------------------	---------	-----------------------------	------

**Is course New or Modified?**

New

**Required texts/other materials:**

None

**Last revised:**

Not Applicable

**Course coordinator:** (Name, telephone number, email address)

Amy Iseneker  
[iseneker@mccc.edu](mailto:iseneker@mccc.edu)  
609-570-3372

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc.)

A variety of reference books and websites will be used. The specific ones used will depend on the area of horticulture the student is exploring (i.e. hydroponics, advanced plant propagation techniques, etc.)

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Students will be required to participate in weekly meetings with the course coordinator to discuss the experience. The purpose of these meetings will be to lend support to the students and guide them through the process to make it as beneficial as possible

**Course goals:** [List the most important 5-8 overall student learning goals for your course. Learning goals (or competencies) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Learning goals should focus on what the students will learn (rather than what the instructor will teach) and should include verbs (explain..., demonstrate..., identify...) that accurately reflect lower-order and higher-order learning goals.]

***The student will be able to:***

- Apply to real-life settings, the knowledge and skills gained in classroom and laboratory situations or previous cooperative education experiences.
  - Demonstrate a higher level of thinking through research and journaling exercises.
  - Develop new skills and knowledge in an area of interest
- Display good work habits, including punctuality, reliable attendance, teamwork, responsiveness to supervision and acceptance of constructive criticism

**Course-specific General Education Core Competencies and Goals.** [To an extent consistent with its primary purposes, **each course in every program** is expected to reflect the college's commitment to general education, as affirmed in the 2005 General Education Policy. A **General Education Course** is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline.]

**Units of study in detail.** [List the units of study according to the general topics or themes by which the course is organized. Units of study are not chapter titles, but should be seen as independent of the selected textbook. For each unit, identify specific learning objectives. These unit learning objectives should stem from the overall course objectives and applicable General Education objectives. Unit learning objectives should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course's effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit.]

**Unit I** [Title]

**Learning Objectives**

***The student will be able to...***

- 
- 
- 

**Unit II** [Title]

**Learning Objectives**

***The student will be able to...***

- 
- 
- 

(Continue for as many units as appropriate. For assistance in designing student learning objectives, please see the supporting materials under Assessment at [http://mlink.mccc.com/academic\\_assessment.shtml](http://mlink.mccc.com/academic_assessment.shtml) )

**Evaluation of student learning:** [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course objectives. Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Students will be required to:

- Work 90 hours in the field for an employer within the horticulture industry under the direct supervision of that employer **or** spend 90 hours working on a special project within the field of horticulture under the direct supervision of the course coordinator

Students will be evaluated based on the following criteria:

- Weekly journal reports
- Quality of preparation for weekly meetings
- Results of employers periodic performance and competency evaluations (if appropriate)
- Final paper with outcomes and documentation (if appropriate)

**Academic Integrity Statement:** [Include a statement affirming the college's Academic Integrity policy and any specific implications for the course. See [http://mlink.mccc.edu/omb/0403\\_academic\\_integrity\\_OMB210.pdf](http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf).]

“Any student who a) knowingly represents the work of others as his/her own. B) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized in accordance with established college policies and procedures.”