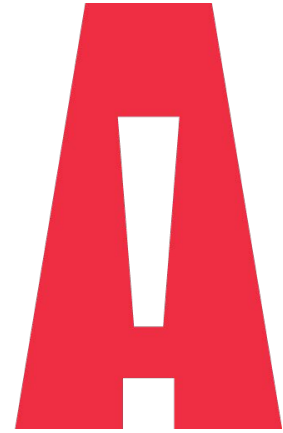# Auburn Career Center

Attitude – Respect – Responsibility

Interactive Multimedia Technology

Syllabus

Class of 2026

Building Location: Main Building

Room Number: 7C

Instructor Name: Mr. Rodney Kozar

Office Phone: 440-357-7542 ext. 8207

Attendance Office: 440-358-8023

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Welcome

Interactive Multimedia Technology program areas will prepare students for careers using multimedia technology to develop digital products for business, training, entertainment, communications and marketing. Students will gain the necessary technical and academic skills to create, design and produce interactive media products and services.

Careers for which this pathway prepares students include:
- Commercial Drone Pilot/Operator
- Desktop Publisher
- Multimedia Specialist
- Webmaster
- Website Developer
- Video/Film Producer/Broadcaster
- Interactive Media/Game Designer
- Photography

Postsecondary majors for which this pathway prepares students include:
- Digital Communication and Media/Multimedia
- Digital/Multimedia and Information Resources Design
- Prepress/Desktop Publishing and Digital Imaging Design
- Web/Multimedia Management and Webmaster

Auburn Career Center's Mission

Our mission is to guarantee that all students empower themselves, excel in the emerging workplace, and enrich their community.

Auburn Career Center's Core Values

We believe that:
- People are personally responsible for their choices and actions
- Treating people with dignity and respect will enhance learning
- Attitude and goals drive achievement
- All people can learn
- All people can make positive contributions
- Change is exciting and essential for growth

Course Details

Course Credits

Interactive Multimedia Technology (IMT) articulates college credit to Lakeland Community College, Kent State University and Bryant & Stratton College and Hocking College. College credits for students that meet the requirements are extended to completers of the IMT program. Articulation details are available upon request. Additionally, universal credit is extended that is applicable to any State College/University in the State of Ohio.

Students can receive three elective credits for the IMT program both junior and senior year for a total of six credits.

Course Materials/Fees

IMT Class materials: - Spiral Notebook, Pen, Pencil, USB Flash Drive & IMT Uniform
- Class Fee - $25
- Uniform (two shirts) - $35-$48

*All fees are due by October 31, 2024. Fees will be waived for students who qualify for free and reduced meals. Accounts will be adjusted after the approval of free/reduced lunch applications.

Important!

IMT is an Arts & Communication Program strongly rooted in the world of Information Technology. The majority of the course content is presented in an online format. It is strongly suggested and important for the success of the student that they have reliable access to a dedicated computer and high-speed Internet access.

Program Scope

Students enrolled in Interactive Multimedia Technology will: • Experience the technology behind audio and video production and also develop communication skills through the creation of content for broadcast, Internet and interactive multimedia applications.

- Find much more than a television production class, IMT builds upon skills and explores the diverse applications of audio visual technology from both creative and technical perspectives with a core focus on the creative applications Information Technology.
- Discover that rewarding careers can be found in broadcasting, event staging, advertising & public relations, education, sports, law enforcement & public service, medical, video game design, interactive application development, or one of the many other areas in which interactive multimedia technology is utilized.
- Enjoy a fun fast-paced program and be prepared to continue your education in the information-rich environment of the future.

Students can earn the following Industry Certifications:
- Unmanned Safety Institute – Remote Drone Pilot Certifications
- Adobe Certified Associate

First Year Course Description/Outcomes:

*Please see the [ODE Information Technology Standards](#) for expected Course Outcomes

Semester 1

Digital Image Editing - Subject Code: 340120

This course focuses on manipulating images for final output through print and Web-based production. Students obtain a brief perspective on analog image editing and delve into the world of editing digital photos, illustrations and other artwork. They learn to adjust resolution and exposure, modify color, compress data and format and manage files. Students will use problem-solving strategies and work collaboratively to complete the creative process with artists, printers and Web developers.

Semester 2

Business of Arts and Communications - Subject Code: 340006

A growing number of professionals make a living in industries related to arts and communications. From event management to tracking expenses, students learn the business side of visual, media and performing arts. Topics include marketing, branding, producing, promoting, booking, budgeting and merchandising, etc. Students learn and apply intellectual property rights, licensing, copyright, royalties, liabilities and contractual agreements. They learn how both profit and non-profit organizations businesses operate.

Second Year Course Descriptions/Outcomes:

Please see the [ODE Information Technology Standards](#) for expected Course Outcomes

Semester 1

Photography Production - Subject Code: 340155

Students advance their digital photographic knowledge and skill using camera raw files with a focus on commercial use and knowledge of production software. Emphasis is on creative expression and client communications to increase marketability of product. Topics include white balance, saturation, contrast and color correcting. Students apply copyright and fair use guidelines.

Semester 2

Video Production Subject Code: 340145

This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.

Instructional Philosophy

Material in this course is delivered through a blended method of instruction. Portions of this class and course material are online; therefore, broadband high-speed Internet access is strongly suggested. Lectures, class discussion, and labs with hands-on experience with equipment and software supplement the online portion of the course. In this course students will be exposed to an instructional method called Project Based Learning. Simply put, PBL is learning in which the student produces something useful to himself and others. A science fair project is a familiar example of project based learning (PBL). In the process of PBL, the student applies the process of design which is similar to the scientific method, gathers and analyzes data (applying math skills), presents his work (language arts skills). Unlike traditional classroom lessons, which often emphasize rote memorization, PBL emphasizes innovation & creativity, critical thinking skills, cooperation, collaboration and communication. It's also the way the real world works.

Material is presented in a Problem Based/Inquiry Based method of instruction which places the responsibility for learning on the student with the instructor serving as a facilitator of learning. Class participation is required. Students are expected to be prepared for class by completing any assigned reading and bringing appropriate materials to class. Student success in this program of study will require that the student take a proactive, self-driven approach to their studies. Classroom activities will include case studies, research, group and individual projects. Although some assignments can be completed in class, some will require work outside of the classroom. Attendance is required as most assignments cannot be completed in their entirety outside of class.

Please review the Auburn policy for attendance per the Auburn Career Center student handbook. For example; an attendance of 95% requires a student not to miss more than 18 days over two years.

Grades

Grades are due at the end of each nine-week grading period. **The grading scale is as follows:**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Final grades will be automatically calculated by Infinite Campus based on the students' percentage each grading period. **Each Quarter is worth 25% of a student's final grade.**

For example, compare the percentages for **STUDENT 1** & **STUDENT 2** and **STUDENT 3** & **STUDENT 4 (**below) to see how the percentage, rather than the letter grade, impact the FINAL grade. Notice that the letter grades each quarter are

identical but their percentages are not. The FINAL grade now rewards students who try their best to maximize their percentage earned each quarter.

	Q1	Q2	Q3	Q4	FINAL
STUDENT 1	90% (A)	87% (B)	82% (B)	91% (A)	**87.5% (B)**
STUDENT 2	94% (A)	88% (B)	87% (B)	92% (A)	**90.25% (A)**
STUDENT 3	60% (D)	70% (C)	80% (B)	90% (A)	**75% (C)**
STUDENT 4	65% (D)	75% (C)	85% (B)	95% (A)	**80% (B)**

EXCEPTIONS

One EXCEPTION TO THIS RULE is if a student receives **THREE** <u>passing</u> grades and **ONE** <u>failing</u> grade over the course of the school year, their grade can **ONLY** fall a maximum of **ONE** letter grade from their lowest passing grade of the quarter and cannot be below a D for the year. **In these cases, you will need to OVERRIDE their precalculated grade in IC.** Another **EXCEPTION** is if a student fails **TWO** quarters in the same school year. Per Auburn policy, that student **fails for the year** and will not be allowed to return to Auburn (as outlined in the Failure Policy Section below).

Below are two examples of the first rule exception. Notice that the **lowest NON-FAILING grade for STUDENT 1 is a B** (meaning their **FINAL grade can't be lower than a C**) & the **lowest NON-FAILING grade for STUDENT 2 is a C** (meaning their **FINAL grade can't be lower than a D**):

	Q1	Q2	Q3	Q4	FINAL
STUDENT 1	86% (B)	92% (A)	80% (B)	12% (F)	~~67.25% (D)~~ = **C**
STUDENT 2	20% (F)	72% (C)	75% (C)	70% (C)	~~59.25% (F)~~ = **D**

Weighted Gradebook

ACC 1st-Year Gradebook (including AM SR-Only):
- Assessments (Performance-Based & Traditional) - 50%
- Employability (Standards-Based) - 20%*
- HW/Classwork- 20%
- ACE Time - 10%

ACC 2nd-Year Gradebook (including PM SR-Only):
- Assessments (Performance-Based & Traditional) - 60%
- Employability (Standards-Based) - 20%*
- HW/Classwork - 20%

See APPENDIX A for Employability Rubric (Standards-Based)

Standards-Based to Letter Grade - Conversion Chart

Employability - Standard-Based Conversion to Letter Grade / Percentage		
Level of Mastery	**Reported Score**	**Letter Grade / Percentage**
Expert	4	A / 100%
Proficient	3	B / 85%
Developing	2	C / 70%
Below Expectations	1	F / 55%

Employability will be scored using a "Decaying Average" formula. The "Decaying Average" formula considers scores over time and recognizes that a recent score is more representative of the student's current mastery level and thus puts more weight on that score.

Grading Policies

All assignments are to be word processed and are to include your name, class, assignment name, and assignment date in the upper left hand corner. No hand written assignments will be accepted unless prior permission has been given. Absolutely no assignments will be accepted on torn out spiral notebook paper or assignments done in pencil.

IMT Late Work Policy 1. Up to full credit can be earned on assignments submitted by the due date. 2. Late work will be accepted up to 1 week from the due date (7 Days) with a 50% reduction in possible points earned. 3. Auburn's late work policy allows for 1 day of extended time to submit work for each day of excused absence. The IMT policy recognizes Auburn's policy.

Assignments completed outside of the classroom are due at the start of class on the due date.
Students can expect assignments on a regular basis. Projects of significant importance and/or point value will be assigned throughout the year.

IMT is largely project based on its delivery method of instruction. Many projects do not involve the entire class, but rather individual students and small teams of students. A method of fairly and accurately grading student performance of these types of projects is as follows. This method of scoring is intended to provide the student credit for not only student learning of content related material, but also addresses employability skills in the areas of follow-through and completion in a timely manner meeting deadlines and the production of quality work/products. Since our projects often are in partnership with a community/business partner, grading may include the observations of the community partner in determining student scores.

The assignments will be given a point value of 300 points. Projects are worth 300 points. Poor performance on an uncompleted project can be recorded as "0" point value.   "0" points indicate a serious issue on the part of the student and can be earned by not producing quality work, not following through on tasks, not meeting deadlines and other issues affecting the completion of a project.

IMT Projects will not be scored until the project is completed or determined to be closed by the program instructor. If the project spans an interim grading period a progress grade may be assigned.

IMT Projects require a substantial investment of effort and time on the part of the student. This should be taken into account by the student. Once a project is assigned it must be followed through with and completed with quality results in the defined scope and outcomes of the project. Students who have a desire to push themselves ahead in the area of knowledge and skill attainment should consider the advantages of engaging in IMT Projects. IMT projects will be assigned by the instructor as required assignments.

ACE Time - Achieving Career Excellence

- A.C.E. Time encompasses program-specific content, as well as, skills that apply to all career fields
- A.C.E. Time will provide first-year students (and AM Senior Only Students) the opportunity to add additional value and Industry-Recognized Credentials to their time at Auburn that will enhance a student's overall experience at Auburn.
- ACE Time activities will support and expand upon what student are learning in their program. Additionally, ACE Time will allow students to spend more of their classroom/lab time doing the work of their profession!
- We believe that ACE Time is an opportunity for all students to have high levels of engagement, gain needed employability skills, and, ultimately, have better learning outcomes to thrive in their pathway, program, and, eventually, their careers.
- Finally, A.C.E. Time will expose students to work-based learning experiences, credentialing opportunities, resume writing, e-portfolio building, leadership development, safety training, club activities, and more.

Incompletes

An incomplete may be given for those students who have excused absences. The student will have two (2) days for each day of excused absence to make up missed work, up to ten (10) days. There may be an alternative assignment in lieu of lab work. An incomplete grade issued on a report card may be changed to a letter grade if work is made up within ten (10) days. After ten (10) days, any work not made up receives zero (0) or partial credit if some work is turned in.

Failure Policy

- If a student fails quarters one and two of their first or second year, they cannot return to Auburn for the second semester.

- If a student fails two quarters in their first year, they cannot return for their second year.

- If a student fails the first and third quarter OR second and third quarter an intervention meeting will be held to determine option for the fourth quarter:
  - Student can return back to his/her Associate High School.
  - Student can remain at Auburn for the fourth quarter with the opportunity to earn partial credit for the school year (must pass fourth quarter) but must be approved by the Associate High School.

Making Up Missed Work Due to Absence/Suspension

Students who have an excused or unexcused absence can make-up the work they missed for that absence. Students will have a minimum of 2 days to make-up work, for full credit, for each day they missed. **It is the student's responsibility** to check with each teacher the day the student returns from an absence to arrange to get course content or any missed assignments or tests and to establish due dates for missed assignments. Should a student miss the make-up deadline, it is up to the discretion of the teacher to determine the amount of credit awarded.

Students who have been suspended from school or referred to PBIS will have the opportunity to make-up academic/written work for full credit at Auburn Career Center. Students who are expelled from school may not make-up any work for credit during the time of the expulsion.

Due to the nature of authentic learning experiences and work created for a lab environment in career and technical education, it may not always be possible to recreate missed assignments for make-up when a student is absent (excused or unexcused) or suspended. The teacher will provide the lab assignment or an alternative assignment will be provided to subsidize for work missed during an absence or suspension at equal credit.

Visitor Regulations

All visitors must report to the receptionist upon arrival at Auburn and secure a visitor's pass. Students should continue their regular classroom and laboratory activities as visitors walk through the building unless instructed otherwise. Pride in appearance of the building and grounds should be a common concern of both students and teachers. Students from associate schools who wish to visit the school for a day, or a particular class will make their visiting arrangements for a personal visit through the Enrollment Specialists in the Career Development Department only. No student visitors are allowed in unless prior arrangements have been made.

- No staff or students should ever open doors for visitors or other students unless otherwise directed by the administration.

- All visitors must enter through the front doors only and check in for safety reasons.

Student Information:

Free & Reduced Lunch Form

Families can apply online for free or reduced-price meals by logging into your parent portal on Infinite Campus. After logging in, they should click on the "Application/Forms" link on the left side under "Family." Click here for a translated Free and Reduced Meals application.

Safety

The most commonly encountered injuries encountered in an IMT environment are a result of tripping, falling objects, burns/fires from hot lights and electrical hazards.

Most of us have experienced some form of electric "shock," where electricity causes our body to experience pain or trauma. If we are fortunate, the extent of that experience is limited to tingles or jolts of pain from static electricity buildup discharging through our bodies. When we are working around electric circuits capable of delivering high power to loads, electric shock becomes a much more serious issue, and pain is the least significant result of shock.

Electricity is essential to the operations of a modern Interactive Multimedia Technology (IMT) classroom as a source of power. Electrical equipment is potentially hazardous and can cause serious shock and burn injuries if improperly used or not maintained. Many IMT electrical devices have high voltage or high power requirements, carrying even more risk. Large capacitors found in many video display devices and other systems are capable of storing lethal amounts of electrical energy and pose a serious danger even if the power source has been disconnected.

Most of the time, electrical accidents are the result of not following proper safety procedures. However, they may occur, they still do happen, and anyone working around electrical systems should be aware of what needs to be done for a victim of electrical shock.

If you see someone lying unconscious or "froze on the circuit," the very first thing to do is shut off the power by opening the appropriate disconnect switch or circuit breaker. If someone touches another person being shocked, there may be enough voltage dropped across the body of the victim to shock the would-be rescuer, thereby "freezing" two people instead of one. Don't be a hero. Electrons don't respect heroism. Make sure the situation is safe for you to step into, or else you will be the next victim, and nobody will benefit from your efforts.

One problem with this rule is that the source of power may not be known, or easily found in time to save the victim of shock. If a shock victim's breathing and heartbeat are paralyzed by electric current, their survival time is very limited.

If the shock current is of sufficient magnitude, their flesh and internal organs may be quickly roasted by the power the current dissipates as it runs through their body.

If the power disconnect switch cannot be located quickly enough, it may be possible to dislodge the victim from the circuit they're frozen on to by prying them or hitting them away with a dry wooden board or piece of nonconductive material, common items to be found in the classroom area.

Another item that could be used to safely drag a "frozen" victim away from contact with power is an extension cord. By looping a cord around their torso and using it as a rope to pull them away from the circuit, their grip on the conductor(s) may be broken. Bear in mind that the victim will be holding on to the conductor with all their strength, so pulling them away probably won't be easy!

Once the victim has been safely disconnected from the source of electric power, the immediate medical concerns for the victim should be respiration and circulation (breathing and pulse).

If the rescuer is trained in CPR, they should follow the appropriate steps of checking for breathing and pulse, then applying CPR as necessary. The cardinal rule of CPR is to keep going until you have been relieved by qualified personnel.

Note: An AED, or automated external defibrillator, is used to help those experiencing sudden cardiac arrest. It's a sophisticated, yet easy-to-use, medical device that can analyze the heart's rhythm and, if necessary, deliver an electrical

shock, or defibrillation, to help the heart re-establish an effective rhythm.There are AED's located throughout the building that can enable anyone to save a life when needed.

Injuries
NON-EMERGENCY
The Receptionist should be contacted if someone is injured in your classroom; the office will contact Mr. Blauch/Mrs. Boehnlein to make arrangements for necessary care.

Emergency Response Procedures:
If there is an emergency in the lab or classroom, students should immediately inform the instructor. If the emergency involves the instructor, students should contact the Receptionist by using the telephone in the instructor's office and dial **8112**. If there is no answer, please continue to dial the following numbers: 8298 (Carol Szoka) or 8113 (Diane Buchs). Remain calm!

If there is no immediate answer, send someone to the nearest classroom or office and notify an adult of the incident and request additional help by calling 911.

If the victim is conscious, it is best to have them lie still with feet elevated until qualified emergency response personnel arrive on the scene. Do not move a victim unless there is risk of additional immediate danger to them and you. You can cause additional severe injury by unnecessarily moving a victim.

There is the possibility of the victim going into a state of physiological shock – a condition of insufficient blood circulation different from electrical shock – and so they should be kept as warm and as comfortable as possible.

Request to Dispense Medication Form
Students should complete the Request to Dispense Medications Form (as needed). Only the medications identified through this form can be dispensed during school hours.

Student Emergency Medical Form (EMF)
Student Emergency Medical Forms are in Infinite Campus. Parents can log into the Parent Portal to complete the form. All parents were sent a link to the parent portal so they can review the information and update any necessary items at the beginning of August. STUDENTS MAY NOT GO INTO LAB WITHOUT AN EMF ON FILE!!!

Student Photography & Video Release Form
The information about Student Photography and Video Release is contained in the student handbook. However, parents must sign off in Infinite Campus through the Parent Portal. All parents were sent a reminder to complete this task at the beginning of August.

Student Technology Agreement
This information is part of the Student Handbook and Code of Conduct. Parents will sign into the Parent Portal in Infinite Campus and sign off on the agreement. Students should NOT be using Auburn Technology if the form is not signed.

Hall Pass
When a student is given permission to leave the classroom, they must use their ID to check in/out of class electronically via Hall Pass. We will be checking the electronic system to ensure they have checked in or out. **There is no need for a buddy system.** Leaving the classroom is a privilege that will be taken away if abused. You are missing valuable instructional time when you are out of the room.

Business Partnerships
Participation in a Business Partnership Internship includes the following requirements:
- Participate in Auburn's mock interviews
- Attend and complete CTE testing or National Certification testing
- Complete weekly logs and turn in every Thursday to the Business Partnership Office

Internships

The Director of Business Partnerships handles all internship plans and the process to get a student out on an internship. Students wishing to go out on an internship should be referred to the Director of Business Partnerships. Program Internships are an educational opportunity that prepares a student for workforce employment and transition to post-secondary education. An internship is a privilege and not for all students. During the internship, students will apply academic, employability, and technical skills in the workplace. Internship sites must be related to the students' career training program. Internships will be scheduled in coordination with the students' academic schedule and coursework. They will take place up to three days a week during the student's time at Auburn. **All paperwork must be completed and signed prior to any student starting an internship!**

Recommended Requirements:

Auburn students will meet the following criteria to be eligible:

- ✔ Passing their Auburn program
- ✔ On track for Graduation
- ✔ Teacher recommendation
- ✔ Teacher, Director(s) of High School and Business Partnerships and student develop Individualized Training Plan

***Students may be removed from internships due to academic, disciplinary or attendance issues.**

Industry Credentials

We encourage students to prepare and take Industry Recognized Credential Assessments; however, it is the responsibility of the teacher to ensure they are prepared to take those industry credential exams. Therefore, instructors must have students take and pass with an 80% a pre-test for the industry credential prior to scheduling the exam. The district will pay for the first attempt for each student to earn a 12-point industry credential(s). i.e.: if you have four 3-point exams, the district pays for one attempt at each of the four tests. If you have more than one 12-point exam the district pays for one attempt at each exam.

Career Technical Student Organizations (CTSOs)

SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations. **Please use the link for more information.**

Mission

- ● SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

Events

Parent-Teacher Conferences

Parent/Teacher conferences are held in October of each school year. The option for parents to attend conferences in person or virtually will continue to be offered.

Information Night

Information night provides students and their families with a wealth of information about Auburn, our programs, and connections to their future within their career pathway (i.e. job opportunities, CTAGs, Articulated Agreements, etc.). This evening typically occurs near the end of January and is a learning opportunity for students and parents alike.

Parent Visit Day

Parent visit day is generally held in the Second Semester of each year. This is an opportunity for students to showcase their work to their parents.

Completion Ceremony

Completion Ceremony is an award ceremony for Auburn students who have successfully completed a two-year Career and Technical Education program. This is held during the school day. In order to participate, students need to turn in a permission form, complete their portfolio, have all fees paid in full and attend the rehearsal on the day before the Completion Ceremony. There is a strict dress code to be able to walk across the stage. More information regarding the Completion Ceremony will be provided in the Spring of your second year.

APPENDIX A:

Employability Rubric - Standards-Based

ACC Employability Skills Rubric				
The following skills have been identified as some of the most important skills students can demonstrate to potential employers as proof of their employability. Students who display these skills put themselves in a better position to be hired.				
Attendance* (un-graded)	Days Present _____ Days Absent _____ Days Tardy _____			
	Below Expectations (1 point)	**Developing (2 points)**	**Proficient (3 points)**	**Expert (4 points)**
Criteria	**Requires Further Development** Students may require further development or need direct supervision		**Meets Expectation** Students who meet expectations do so with limited supervision	**Exceeds Expectation** Students who exceed expectations do so without supervision
Attitude	•Demonstrates a consistently negative attitude •Lacks motivation and enthusiasm for learning; is uncooperative •Resists feedback and suggestions for improvement	•Displays a mixed attitude, sometimes positive but inconsistent •Shows occasional cooperation and interest in learning but may need improvement in maintaining a positive attitude •Accepts feedback and suggestions inconsistently; doesn't show a willingness to improve	•Maintains a positive attitude most of the time •Demonstrates interest and enthusiasm in learning and is cooperative •Accepts feedback and implements suggestions for improvement willingly	•Consistently maintains a positive and proactive attitude •Demonstrates exceptional enthusiasm for learning; encourages and supports others •Embraces feedback and suggestions for improvement eagerly and actively seeks challenges to grow

Respect	•Shows little respect for safety regulations, personal space, and others' opinions •Frequently interrupts others and displays rude behavior •Does not exhibit cultural sensitivity	•Shows some respect for safety regulations, personal space, and others' opinions, but occasional lapses in behavior •May interrupt occasionally and need reminders about respectful conduct •Demonstrates limited cultural sensitivity	•Demonstrates respect for safety regulations, personal space, and others' opinions •Listens well, follows basic etiquette, and treats others with courtesy and consideration •Exhibits cultural sensitivity consistently	•Consistently shows deep respect for safety regulations, personal space, and diverse opinions •Actively listens, values diverse perspectives, fosters an inclusive and supportive environment •Exhibits cultural sensitivity without exception
Responsibility	•Does not manage time effectively &/or fails to meet deadlines •Lacks determination, accuracy, organizational skills, &/or accountability •Does not take responsibility for own actions - does not arrive on-time, lacks proper supplies, &/or fails to wear job specific apparel	•Manages time inconsistently &/or occasionally meets deadlines •Exhibits determination and accuracy inconsistently; requires reminders to stay on track with organizational skills and accountability •Takes responsibility inconsistently - inconsistent with arriving on-time, having proper supplies, &/or wearing job specific apparel	•Manages time effectively and meets deadlines consistently •Exhibits determination and accuracy; demonstrates good organizational skills and accountability •Takes responsibility for own actions - generally arrives on-time, with proper supplies, and wearing job specific apparel	•Always manages time effectively and meets all deadlines without exception •Exhibits exceptional determination and accuracy; demonstrates outstanding organizational skills and accountability •Takes responsibility and initiative and goes above and beyond - always arrives on-time, with proper supplies, and wearing job specific apparel

Syllabus Agreement

Auburn Career Center

After reviewing this syllabus, please sign and return this agreement page to your instructor.

I have read and understand all of the information included in this syllabus.

Program: _____

Student Name: _____
(Please print)

Student Signature: _____

Date: _____

Parent/Guardian Name: _____
(Please print)

Parent/Guardian Signature: _____

Date: _____

*This Syllabus Agreement **MUST** be returned by Friday, Aug 30, 2024*