

Section I: BASIC COURSE INFORMATION

Outline Status: Approved Outline

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: VOCATIONAL EDUCATION**
3. **COURSE NUMBER: 096CE**
4. **COURSE TITLE: BLUEPRINT FOR WORKPLACE SUCCESS**
5. **CATALOG COURSE DESCRIPTION:**

Vocational Education 096CE is designed to provide students with the necessary tools and skills to assist them in the creation of a workplace blueprint. Some of the topics include self-discovery, time management, job market realities, workplace skills, effective communication, how to contact employers, preparing for the interview, getting hired, and keeping your job. This course can be modified for specific vocational fields.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

Vocational Education 096CE is designed to provide students with the necessary tools and skills to assist them in the creation of a workplace blueprint.

7. **CLASS HOURS:**

	Standard Hrs	Total Hours per Term (standard hour x 18)
Lecture Hrs:	2	36
Lab Hrs:	0	0
Totals:	Lecture: 2	Lecture: 36
	Lab: 0	Lab: 0
	Total: 2	Total: 36
<i>Totals In Protocol:</i>	Lecture: 2	Lecture: 36
	Lab: 0	Lab: 0
	Total: 2	Total: 36

8. **OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
<p>1. Self Discovery Deciding what you want for your life as a working professional. Career assessment Personality categories Identifying transferable skills Identifying employ-ability skills</p>	4	<p>Complete a career assessment survey. Explain one's personality category. Distinguish between transferable skills and employ-ability.</p>
<p>2. Managing Your Time Effectively Time saving techniques: personal planning, organizing, building upon personal qualities. How to keep track of your work hours. Filling out a bi-weekly time record of working hours. The ABCs of time management.</p>	4	<p>Fill out weekly, bi-weekly time sheets for working hours. Explain the elements of time management.</p>
<p>3. Realities of the Job Market List of realities that apply to the job market. The various job search methods to help one find the right job. Difference between listed qualifications and necessary skills needed to actually perform the work. Steps in the hiring process.</p>	4	<p>Interpret and discuss the realities that apply to the job market. Explain the various job search tactics. Explain the distinction between listed qualifications and necessary skills.</p>
<p>4. Workplace Skills for Today's Employees Basic skills, thinking skills, personal qualities. Competencies: resources, interpersonal skills, information, systems and technology.</p>	4	<p>Discuss nonverbal cues and gestures that people use and interpret them. List tips for approaching employers. Describe the two types of references and how to go about receiving them. List the essentials in completing a job application. Prepare a resume.</p>
<p>5. Using Effective Communication Focus on listening; rules for good listening. Non-verbal communication. Communicating at work. Language etiquette. Using appropriate language.</p>	4	<p>Explain what to do and what not to do when interviewing. List and complete typical interview questions.</p>
<p>6. Contacting Employers Finding a future employer Tips for approaching employers in person Getting a good reference Completing a job application Preparing a resume Types of resumes Resume skills list Writing a cover letter</p>	4	<p>List and explain the laws that govern and protect employees. Read and interpret a paycheck. Fill out a sample check and explain the various parts of the check's face. Create a system for keeping a running balance of a checking account. Read and interpret a bank statement.</p>
<p>7. Preparing for the Job Interview Interviewing tips Typical interview questions and responses Resolving employer concerns</p>	4	<p>Describe good workplace skills and manners. Express some ideas for keeping a job. Discuss the common reasons for getting fired.</p>
<p>8. Getting Hired -- Workplace Issues, Paperwork & Finances</p>	4	<p>Explain how to deal with problematic situations at work.</p>

Laws governing employment. Papers needed for employment: sample forms including W-4 & I-9. Reading and interpreting a pay stub Opening a checking and savings account. Writing checks Keeping a running balance in your checking account. Reading a bank statement Developing and maintaining a budget	4	
9. Keeping Your Job Good workplace skills and manners. Ideas for keeping a job. Most common reasons for getting fired. Dealing with problem situations in the workplace. Decision-making methods The planning method.		
Total:	36	
Total Hrs In Protocol:	36	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved.Â Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

Instructor developed material, various, 2017; Job Success, New Readers Press, 2018; Soft Skills for Workplace Success, Goodheart Publishing, 2016

3. REPRESENTATIVE READINGS:

If applicable, please provide representative examples of reading assignments.

Printed and electronic job announcements, service industry related publications.

4. WRITING ASSIGNMENTS:

If applicable, please provide representative examples that demonstrate writing skills.

Students will develop a resume that highlights their workplace skills. Students will write a cover letter, practice filling out a variety of job application forms.

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

If applicable, please provide representative examples of assignments that demonstrate how students will begin to develop critical thinking skills.

Students will develop a resume that highlights their workplace skills. Students will write a cover letter, practice filling out a variety of job application forms.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

N/A

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students will need a computer to create a resume.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students may be asked to use library print or electronic resources.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

Out of class assignments may include, but are not limited to the following:

Students will develop a resume that highlights their workplace skills. Write a cover letter, practice filling out a variety of job application forms.

10. METHODS OF EVALUATION:

Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Class assignments, quizzes, exams and skills demonstration.

11. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following.

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

12. SUPPLIES:

List the supplies the student must provide.

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** **Noncredit**

2. **DEPT/DIVISION CODE:** **92**

3. **SUBJECT CODE:** **986**

4. **SUBJECT ABBREVIATION:** **VOC ED**

5. **BASIC SKILLS:**

Title 5, section 55000(i) defines 'Noncredit basic skills courses' as 'those in reading, writing, computation, and English as a Second Language, which are designated by the community college district as noncredit courses.': **No**

6. **COURSE CLASSIFICATION:** **Noncredit Course**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

7. **NONCREDIT COURSE CLASSIFICATION:** **J Workforce Enhanced**

Courses that are part of a Noncredit Certificate of Completion should be coded J (Workforce Enhanced).

Courses that are part of a Noncredit Certificate of Competency should be coded K (Other Enhanced).

Courses that are not part of a Noncredit Certificate should be coded L (Non-Enhanced).

8. **NONCREDIT ELIGIBILITY CATEGORY:**

9. **TOP CODE** - (6 digits XXXX.XX): **4930.12**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.pdfcurriculum.htm>

10. **SAM CODE** (Student Accountability Model): **E**

11. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

12. **MATERIALS FEE:**

The Los Angeles Community College District may require students to pay fees for instructional materials that are of continuing value to the student outside of the classroom setting, including, but not limited to, textbooks tools, equipment, clothing and those materials that are necessary for the student's vocational training and employment. If applicable, please indicate any such fees.

13. **SPECIAL CHARACTERISTICS CODE DESCRIPTOR:**

Check all boxes that apply.

- Learning Assistance
- Bilingual Education
- Convalescent Setting
- Correctional Facility
- Persons with Substantial Disabilities
- Citizenship for Immigrants

14. JUSTIFICATION:

Briefly describe the primary method used to determine the need for this course. For example, Labor Market Predictions from Employment Development Department, employer survey, community or student interest survey, state licensing, requirements or mandated certification.

15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

a. If yes, the course will be a portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

16. FUNDING AGENCY CODE: Not Applicable

17. STATE COURSE ID:

Section IV: APPROVAL STATUS

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 12/6/17	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 4/29/19			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: **Marian, Ruane**

2. DEPARTMENT: **98**

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? (If yes, briefly explain how)

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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Section VI: APPROVALS

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 55002(c) requirements for Noncredit Course:

The course treats subject matter and uses appropriate resource materials, teaching methods, and standards of attendance.

The course outline of record specifies the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

College President

Date

Section VII: ADDENDA
(Uploaded Documents)

**Los Angeles Southwest College
Curriculum Committee**



**Distance Learning Course Approval Guidelines
(Existing Courses)**

Title 5, Section 55206 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the cyclical review process of Program Review.

This form assures that the educational objectives of the course can indeed be achieved via distance delivery and it makes clear how instructors will maintain regular and substantive contact and interaction between themselves and students as required by Title 5, section 55204, examples of which can include, but are not limited to, asynchronous office hours conducted via the course management system, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, regular course announcements published via the course management system and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the course management system, facilitating student-to-student contact and virtual student groups. These are requirements of all Distance Education courses. Los Angeles Southwest College does not offer correspondence courses. Only Distance Education courses offered as online or hybrid may be submitted for approval. When submitting this form, the department chair certifies that all information in the DE Addendum is complete and accurate by submitting the DE Addendum via ECD.

Curriculum Committee approval certifies the following requirement have been met. Follow-up on these items is maintained at the Department level by faculty teaching online/hybrid courses and through the faculty evaluation process.

Course Quality Standards (Title 5, section 55372)

The same standards of course quality, including course content and objectives, are applied to distance education courses offerings as are applied to traditional classroom courses.

Course Quality Determinations (Title 5, section 55374)

Determinations and judgments about the quality of the distance education course offering were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.

Instructor Contact (Title 5, sections 55204 and 55376)

Each section of the course which is delivered through distance education will include regular and substantive contact and interaction between instructor and students.

Resources:

If you need assistance with any aspect of revising a course for online delivery, please contact:

Distance Education Coordinator

If you need assistance or clarification with any aspect of accessibility or reasonable accommodations that the college can make, please contact:

Distance Education Coordinator

Definitions

An **online course** never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on a course website.

A **hybrid course** combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

A **correspondence course** provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced.

LOS ANGELES SOUTHWEST COLLEGE
DISTANCE EDUCATION COURSE OUTLINE ADDENDUM

Online Status: Hybrid or Fully Online

Addendum Status: New Proposal

Subject Name & Course Number: Voc Ed 096 CE

Date: 5/22/2020

Cross-listed Subject Name & Course Number (if applicable): _____

1. DE REGULAR EFFECTIVE CONTACT METHODS:

- Online Assessment Feedback and Discussion
- Online Chat Rooms
- Online Synchronous/Live Conferencing/Webinars
- Instructor Participation in Online Open Discussion Forums
- Student-to-Student Interaction via Online Discussion Forums
- Other (specify): Online announcements; Canvas inbox

2. DE INSTRUCTOR-STUDENT AND STUDENT-STUDENT INTERACTION:

Please provide representative examples of how this type of activity demonstrates instructor-student and/or student-student interaction.

- Online assesment feedback and discussion, students will be given individualized feedback on all writing assingments (disscussion questions, reflections, elevator speech outlines, industry interview submissions)
- Online chat rooms, Canvas Chat/Email or Pronto will be used to answer student questions.
- Online synchronous/Live Conferencing/Webinars will be used to conduct lectures and discussions about readings, to share classwork and clarify assignemt objectives.
- Instructor participation in onlne open discussion forums, instructors will participate in all discussion forums to answer questions, provide feedback and facilitate.
- Student-to-student interaction via online discussion forms, students will work in groups to complete projects and assist one another by providing feedback, students will also post responses to discussion questions and respond to several student posts, students will also post and peer review posts as they relate to virtual classroom visits from industry representatives.

3. DE STRATEGIES FOR METHODS OF INSTRUCTION:

Please indicate what online learning strategies will be used as methods of instruction in online offerings and how they will enable the student to achieve the course SLOs and Objectives.

NOTE: Any component of this course that will be conducted via a publisher application in the LMS or a website outside of the LMS must meet the college's requirements for accessibility, authentication, and student privacy.

- Online Publisher Resources
- Online Announcements
- Online Audio/Video Presentations

- Online Bulletin Board/Weblog
- Online Conferencing/Webinars
- Online Public/Class-wide Chat Rooms
- Online Public/Class-wide Discussion Forums
- Interactive Online Applications
- Interactive Software Applications
- Webcasts/Podcasts
- Other (specify):

4. DE STRATEGIES FOR SLOs/OBJECTIVES:

Please indicate how the selected online methods of instruction will enable the student to achieve the course SLOs and Objectives.

1. Complete a career and personality assessment survey and distinguish between transferable and employability skills - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion and process of completing career and personality surveys. Students will utilize the LMS to post discussions about the distinction of skill sets and to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

2. Complete periodic time keeping and explain the elements of time management - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion and process of completing time keeping reports and the elements of time management. Students will utilize the LMS to post discussions about time management and to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

3. Interpret and discuss the of the job market, explain job search tactics and the distinction between listed qualifications and necessary skills - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion of job searching tactics and distinguishing between skill sets. Students will utilize the LMS to post discussions about job market research group assignments and necessary skill sets required and to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

4. Discuss nonverbal cues and gestures used and interpret them - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion of non-verbal cues and gestures. Students will utilize the LMS to post individual videos of 30 second elevator speeches to identify unconscious non-verbal gestures. The instructor will provide individualized feedback through the LMS assignment submission process.

5. List tips for approaching employers and completing a job application, describe the two types of references and preparing a resume - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion of identifying tactics for approaching employers, completing online job applications and preparing resumes with proper references.

Students will utilize the LMS to post individual resumes and allow for peer review. The instructor will provide individualized feedback through the LMS assignment submission process.

6. Explain interviewing tactics, list, and complete interviewing questions - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion of interviewing tactics and question preparation. Students will utilize online conferencing to practice interviewing skills in small groups and to allow for peer to peer feedback as well as individualized instructor to student feedback.

7. List and explain employment protection laws, read, and interpret a paycheck, keep an account balance, read and interpret a bank statement - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion of basic employment laws, how to interpret a paycheck, keep an account balanced and how to interpret a bank statement . Students will utilize the LMS to post discussions about the employment law and personal financial literacy so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

8. Describe good workplace skills and explain how to deal with problematic work situations - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide a discussion on good workplace skills and dealing with problematic work situations. Students will utilize the LMS to post discussions about the workplace and to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

9. Express ideas for keeping a job and discuss common reasons for getting fired - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide a discussion keeping a job and common reasons for getting fired. Students will utilize the LMS to post discussions about keeping a job and not getting fired so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

5. DE STRATEGIES FOR METHODS OF EVALUATION:

Please indicate what online learning strategies will be used as methods of evaluation in online offerings.

NOTE: Any component of this course that will be conducted via a publisher application in the LMS or a website outside of the LMS must meet the college's requirements for accessibility, authentication, and student privacy.

- Files/Information Submitted Electronically
- E-portfolios
- Online Student Audio/Video Presentations
- Online Assessments
- Online Discussion Postings
- Online Application Use
- Software Application Use
- Other (specify):

6. DE STRATEGIES FOR PARTICIPATORY ACTIVITIES:

If applicable, please describe how online learning strategies will be used to enable online students to complete any required participatory activities such as collaborative assignments, student performances, demonstrations, oral presentations, laboratory activities, event attendance, site visits, field trips, etc.

NOTE: If strategies are not employed in order to accommodate such assignments (if required), then in-person contact hours must be required and the course must be offered as Hybrid only, rather than fully online.

Collaborative assignments will be completed through assigning student groups to research, construct outlines, develop understanding and explore topics to jointly submit assignments. Peer groups will be utilized for formative assessment feedback on student performance. Live and recorded media will provide for student demonstrations and oral presentations. Some laboratory activity preparation will be available through individualized and interactive assessments. Live conferencing with industry representatives and virtual tours will enable sufficient gathering of workplace understanding.

7. DE EMERGENCY CONDITIONS:

If an emergency* were to occur once the course is in progress that prohibits planned in-person activities, what additional DE strategies will be used to enable students to achieve the relevant course SLOs/objectives and what additional resources would be required.

***Emergency: Pandemic or natural disaster.**

N/A

8. DE UNIVERSAL DESIGN:

Please acknowledge (by checking each box) that each item it represents must be addressed in all online content provided by the instructor, the college, the learning management system, publishers of online textbooks/content resources, websites linked to textbook or course content, and applications or software used.

- Provide an uncluttered interface with consistent layout and navigation
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

9. DE ACCESSIBILITY:

Please acknowledge (by checking each box) that each item it represents must be addressed in all electronic/digital, audio/video, and online content provided by the instructor, the college, the learning management system, publishers of online textbooks/content resources or content, websites linked to textbook or course content, and applications or software used must conform to the following criteria.

- Alternative text or alternative descriptions will be provided for all images.

- Instructional videos will have accurate closed captioning.
- Transcripts will be provided for all audio recordings.
- Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such as black and white background), font size (such as 12-14 points), and font style (such as Arial or Tahoma) to ensure readability.
- All PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word for saving as PDF).

10. DE AFFILIATED PROGRAM STATUS CHANGE:

This course is affiliated with the following programs. If this proposal will change the DE status of any program from 0-50% to 51-100%, an ACCJC Substantive Change Approval may be required. Contact your Accreditation Liaison Officer for more information. ***Although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.***

Checking the agreement box below indicates you are aware of this requirement.

- I agree and am aware of the Substantive Change term