

Section I: BASIC COURSE INFORMATION

Outline Status: [Update Outline](#)

1. **COLLEGE:** [LOS ANGELES TRADE TECHNICAL COLLEGE](#)

2. **SUBJECT:** [BASIC SKILLS](#)

3. **COURSE NUMBER:** [074CE](#)

4. **COURSE TITLE:** [EMPLOYMENT TEST PREPARATION](#)

5. **CATALOG COURSE DESCRIPTION:**

This course is designed to review construction and utility sector employment entry requirements and expectations. The course will include the review of test-taking, math, reading, writing skills, and industry expectations to prepare students for employment in various construction and utility sector job classifications. This course includes a module specific to civil service exam preparation.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course is designed to review construction and utility sector employment entry requirements and expectations. The course will include the review of test-taking, math, reading, writing skills, and industry expectations to prepare students for employment in various construction and utility sector job classifications. This course includes a module specific to civil service exam preparation.

7. **CLASS HOURS:**

	Standard Hrs.	Total Hours per Term (standard hour x 18)
Lecture Hrs:	4	72
Lab Hrs:	0	0
Totals:	Lecture: 4	Lecture: 72
	Lab: 0	Lab: 0
	Total: 4	Total: 72
<i>Totals In Protocol:</i>	Lecture: 4	Lecture: 72
	Lab: 0	Lab: 0
	Total: 4	Total: 72

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):

[None](#)

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..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes'.)
Topic 1: New Beginnings a. Calming new employee jitters b. Dealing with change c. Understanding workplace culture d. Meeting new people e. Satisfying employer expectations	8	1 Define the word "transition" as it relates to the world of work.
Topic 2: Stepping Out a. Learning to relate in the company style b. Clarifying performance goals c. Paying attention to your surroundings d. Learning from mistakes e. Not letting worry cramp your style	6	List the 15 key behaviors to satisfy employers expectations. Review rules about the dress code. Explain how to use office equipment.
Topic 3: Habits For Success a. Reflecting the company image b. Exceeding employer expectations c. Shining in the eyes of the customer d. Being a team player e. Surviving office politics	6	Explain how to address others at the work place. Examine how co-workers greet and talk to customers. List your goals and make sure to achieve them at your work place. Demonstrate how to meet people and how to solve problems.
Topic 4: Gifts of Perspective and Choice a. Choosing to think positive b. Facing your fear and finding courage c. Breaking bad habits of the mind d. Coping with everyday life e. Taking small steps to change	6	List way on how think positive all the time. Share your fears and provide ways to fight them. Compare dealing with work life with personal life.
Topic 5: Take the Bitter with the Sweet a. Controlling your anger b. Making yourself understand c. Benefiting from praise and criticism d. Developing the ability to really listen e. Dealing with difficult people	6	Explain ways to control your anger. List the right words to express your feelings. Explain good listening skills with all co-workers and supervisors. Demonstrate through role-play how to deal with difficult people and learn to get along with them.
Topic 6: Making the Job Work for You a. Making a difference b. Making work meaningful c. Living each day gratefully d. Learning from a mentor e. Balancing life and work	6	Explain how to make a difference in your workplace. Discuss and question what mentors tell you about your work place and job.
Topic 7: Review of reading and writing skills and strategies a. sentence structure b. grammar and usage c. spelling and punctuation d. parts of speech e. sentence mechanics	6	Recognize and correct errors in grammar, spelling, punctuation and sentence structure.
Topic 8: Reading comprehension a. read and paraphrase selected fiction and nonfiction readings (articles, short stories, biographies and poetry) b. Identify main idea and details c. Identify fact and or/ opinion in selected readings d. Identify and define meanings of figurative language using surrounding context	6	Demonstrate ability to identify main idea, details and authorities point of view in selected readings, as well as provide some analysis and interpretation in response to selected readings.

Topic 9: Review of Math Skills and Calculations a. whole numbers b. fractions c. mixed numbers d. decimals e. signed number	8	Calculate whole numbers, fractions, mixed numbers, and decimals through addition, subtraction, multiplication and division functions
Topic 10: Employability Skills a. Employment Requirements b. Job seeking skills c. Resume d. Specific position qualifications e. Employment strategies f. Employment opportunities g. Applications Process h. Personal characteristics and demeanor	6	Discuss employment requirements. Discuss skills needed when seeking employment. Create a sample resume. List job specifics for various positions. List qualifications needed for employment. Relate plans for seeking employment. Identify potential employers. Describe requirements of filling out a job application. Complete sample job application forms. Discuss the importance of punctuality, positive attitude, enthusiasm, proper dress, cleanliness, neatness at a job interview. Discuss the importance of punctuality, positive attitude, enthusiasm, appearance, cleanliness and neatness on the job. Discuss the importance of continuous upgrading of job skills. Discuss proper personal appearance and demeanor.
Topic 11: Civil Service Examination Preparation	6	Review and discuss common Civil Service Examinations.
Topic 12: Practice Civil Service Exam	2	Complete sample exam
Total:	72	
Total Hrs. In Protocol:	72	

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:

SLO's 1. Students will compose a grammatically correct and coherent multi-paragraph response to a prompt.	Direct Evidence: Meets Expectation: Grammatical Errors =>5, Coherent paragraphs => 3 Does Not Meets Expectation: Grammatical Errors <5, Coherent paragraphs > 3 or non coherent.
2. Students will take a simulated vocational civil service exam.	Written Exam: Meet Expectation: Score =< 70% Does Not Meet Expectation >70%

3. Students will correctly solve numerical and word problems related to whole numbers, fractions, decimals, signed numbers, algebra and geometry.

Written Exam:

Meet Expectation: Score \leq 70%

Does Not Meet Expectation $>70\%$

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

College Prep Math Workbook: Practice Exercises for College Success, 2015.
How to Study in College: Improve Your Grades with Effective Studying and Note Taking Techniques, Thomas Cowan, 2015
Civil Service Exam Preparations, Muller 2014

3. REPRESENTATIVE READINGS:

If applicable, please provide representative examples of reading assignments.

Students may be given articles from current periodicals to analyze/review for writing assignments.

4. WRITING ASSIGNMENTS:

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

Writing assignments may include but are not limited to: Free-writing exercises, writing original paragraphs and essays in response to prompts, written analysis of class readings, timed in-class essays, and various writing exercises and drills.

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.

Assignments that reflect critical thinking may include: Writing essays comparing and contrasting ideas, proposing solutions, analyzing a literary theme, or arguing a position.

6. SELF-REFLECTIVE LEARNING:

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

At the end of the course, students examine their progress by viewing pre and post test results of standardized or instructor-created tests. They may also reflect on their development as active learners by composing a literacy narrative.

7. COMPUTER COMPETENCY:

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

Students will be supported in using specific websites to complete free practice tests and exercises. Students will also be expected to use college email program to send updates and messages to the instructor.

8. INFORMATION COMPETENCY:

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

Students will review their pre- and post-test results to identify academic topics and skills they need to strengthen as well as gaps in study habits and note-taking skills.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

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

Readings, grammar exercises, research, essays, and math worksheets.

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):

Standardized and instructor created pre and post tests; written paragraphs and essays and responses to prompts; and organization and presentation of written work.

11. METHODS OF INSTRUCTION:

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

X Discussion

Activity

Field Experience

Independent Study

X 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.

Classroom rules and content exercises are constructed considering sensitivity to cultural, gender and religious preferences.

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

x 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

X 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

X Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

X 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

X 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: **Basic Skills**

2. DEPT/DIVISION CODE: **41**

3. SUBJECT CODE: **982**

4. SUBJECT ABBREVIATION: **BSICSKL**

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 Classification, TOP Code and SAM code must be aligned, 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: **K - Other 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: **Basic Skills**

9. TOP CODE - (6 digits XXXX.XX): **4930.13**

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.

This course will provide a student with the skills necessary to successfully compete for entry level construction & utility sector employment opportunities. The need for strengthening of students' basic English, math, study, and employability skills is needed for successful entry into these sectors.

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

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>)

Utilities and Construction Preparation Certificate of Completion #24132

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.	New Course	College: LATTC	Board: 4/28/05	Effective Semester:	Effective Semester:
b.	Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	Course Change*	College:		Effective Semester:	Effective Semester:
d.	Outline Update	College: 12/10/15			Effective Semester:
e.	New Course	College:		Effective Semester:	Effective Semester:
f.	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: **William Elarton**

2. DEPARTMENT: **41**

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? No (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:

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.

William Elarton-Selig	12-11-2015
Originator	Date
William Elarton-Selig	12-11-2015
Department/Cluster Chairperson	Date
Melain Macintosh	Date
Articulation Officer	Date
Judith Samuel	Date
Librarian	Date
Benjamin Goldstein	Date
Dean (if applicable)	Date
Alicia Rodriguez-Estrada	Date
Curriculum Committee Chairperson	Date
Wallace Hanley	Date
Academic Senate President	Date
Leticia Barajas	Date
Vice President, Academic Affairs	Date

Section VII: ADDENDA

(Uploaded Documents)

SLO Addendum		“See attached”
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SLO Rubric BASKLS 074

<u>Course SLO's</u>	<u>Meets Expectation</u>	<u>Does Not Meet Expectation</u>
1. Students will compose a grammatically correct and coherent multi-paragraph response to a prompt.	Direct Evidence: Grammatical Errors =>5, Coherent paragraphs => 3	Direct Evidence: Grammatical Errors <5, Coherent paragraphs > 3 or non coherent.
2. Students will take a simulated vocational civil service exam.	Written Exam: Meet Expectation: Score =< 70%	Written Exam: Does Not Meet Expectation >70%
3. Students will correctly solve numerical and word problems related to whole numbers, fractions, decimals, signed numbers, algebra and geometry.	Written Exam: Meet Expectation: Score =< 70%	Written Exam: Does Not Meet Expectation >70%