

Los Angeles Trade-Technical College

NON-CREDIT COURSE OUTLINE

SECTION I - BASIC COURSE INFORMATION

DATE: 02/21/18

SELECT ONE: New Course Course Update Course Change Course Reinstate

DEPARTMENT NAME AND NUMBER: Noncredit – Workforce

SUBJECT/DISCIPLINE NAME (CB01): VOC ED

COURSE NUMBER: 060CE

COURSE TITLE (CB02): Custodial Technician Training
Max 68 characters including punctuation and spaces

COURSE CATALOG DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

Checklist:

- Course number and title
- Status (noncredit versus credit or others)
- A content/objective description, a short paragraph (course description) that provides a well-developed overview of topics covered. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. For noncredit courses that may lead to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to promote a logical pathway for students intending this route.
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework

This course validates training in tool, equipment, chemical and personal safety, use of proper and appropriate cleaning and maintenance equipment and supplies, and proper handling of diverse chemicals. Students successfully completing this course will be qualified for entry level custodial and building maintenance employment.

JUSTIFICATION/NEEDS & PURPOSE OF COURSE:

Enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. Please note that a justification stating "student need" will not suffice.

This course will be included in the certificate for Custodial Technician training to meet a local critical shortage of qualified trained janitors/cleaners.

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008
05/04/17

CLASS HOURS: Under "total hours per term," indicate the total number of hours the average student will need to complete the course objectives in section II. To determine the number of standard hours per week, divide the total hours by 18.

	Total Hours per term	Standard Hours per week (total hours per term divided by 18 weeks)
Lecture hours:	18.00	1.00
Lab hours:	45.0	2.5
Total hours:	63.00	3.5

No Limit -

REPEATABILITY (Number of times the course can be repeated):

Noncredit

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

LIMITATIONS ON ENROLLMENT (see [Title 5, section 58106](#) for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

TOP CODE (CB03): 3005.00*

Category/TOP Code: (* denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course)

- English as a Second Language (ESL): 493084*, 493085*, 493086*, 493087*, 493100*
- Immigrant Education: 220120, 220500, 220700, 493090*
- Elementary and Secondary Basic Skills: 150100*, 152000*, 170100*, 170200, 493009*, 493014, 493030, 493031, 493032, 493033, 493060*
- Health & Safety: 083510, 083570, 083580, 083700, 089900, 129900
- Substantial Disabilities: ANY TOP Code
- Parenting: 130500-130590, 130800
- Home Economics: 130100-139900
- Courses for Older Adults: ANY TOP Code
- Short-Term Vocational: ANY VOCATIONAL TOP Code
- Workforce Preparation: ANY VOCATIONAL TOP Code or 493010, 493011, 493012, 493013, 493072

TRANSFER STATUS (CB05):

Other than English, writing, ESL, reading and mathematics courses, most noncredit courses are C (Not transferable)

A (Transferable to both UC and CSU) Transferable to CSU only C (Not transferable)

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
 ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008

PRIOR TRANSFER LEVEL (CB21):

This element indicates course level status for English, writing, ESL, reading and mathematics courses.

- Y (Not applicable)
- A (One level below transfer) B (Two levels below transfer)
- C (Three levels below transfer) D (Four levels below transfer)
- E (Five levels below transfer) F (Six levels below transfer)
- G (Seven levels below transfer) H (Eight levels below transfer).

Student Accountability Model (SAM) Code (CB09):

- A – Apprenticeship B - Advanced Occupational C - Clearly Occupational
- D – Possibly Occupational E- Non-occupational

SAM Code:

- A - Apprenticeship: Courses designed for an indentured apprentice, which must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.
- B - Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area.
- C - Clearly Occupational: Courses generally taken by students in the middle stages of their programs, which should be of difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills.
- D – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational Programs.
- E- Non-occupational.

BASIC SKILLS STATUS (CB08):

Title 5, section 55502(d) defines "basic skills as "courses in reading, writing, computation, and English as a Second Language which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

- Basic Skills Course Not a Basic Skills Course

COURSE CLASSIFICATION STATUS (CB11):

This field identifies courses eligible for enhanced funding. Noncredit courses will have a value of J or K if they are part of an approved Career Development and College Preparation (CDCP) program. Noncredit courses that are not part of an approved program will have a value of L until the program is approved.

- J -Workforce Preparation Enhanced Funding
- K - Other Noncredit Enhanced Funding
- L - Non-Enhanced Funding

NONCREDIT CATEGORY (CB22):

** Categories qualify for enhanced funding, as long as they are a part of an approved CDCP program.

- A (English as a Second Language (ESL)** B (Immigrant Education)
- C (Elementary and Secondary Basic Skills)** D (Health and Safety)
- E (Substantial Disabilities) F (Parenting)
- G (Home Economics) H (Courses for Older Adults)
- I (Short Term Vocational)** J (Workforce Preparation)**

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
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PROGRAM STATUS (CB24):

- Program Applicable Not Program-Applicable

APPROVED SPECIAL CLASS (CB13): Title 5 section 56028.

- S (designated as an approved special class for disabled students) N (not a special class)

SPECIAL CHARACTERISTIC(S) (if applicable):

- Learning Assistance (a form of supplemental instruction)
- Bilingual Instruction (a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English)
- Convalescent Setting (a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home)
- Correctional Facility (a course taught either at or through a federal, state, or local correctional institution)
- Apprenticeship (a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards)
- Persons of Substantial Disabilities (a course designed to serve persons with substantial disabilities)
- Citizenship for Immigrants (a course designed to provide instruction and services in citizenship)

PREREQUISITES, COREQUISITES or ADVISORIES:

Select One	Subject	Number	Course Title	Units
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				

SECTION II - COURSE CONTENT AND OBJECTIVES

COURSE CONTENT AND OBJECTIVES Outline the topics included in the lab portion of the course (*Outline reflects course description, all topics covered in class*). Add more lines as needed.

• The content element contains a complete list of all topics to be taught in the course. The list should be arranged by topic with sub-headings. Content items should be subject based.

• Objectives: (Include Total Hours for each Topic), should be stated in terms of what students will be able to do, should clearly connect to achievement of the course goals, should be concise but complete: ten objectives might be too many; one is not enough, should use verbs showing active learning, theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts, each objective should be broad in scope, not too detailed, narrow, or specific.

Lecture Content:	Hours per topic	Objectives:
Orientation	6	<p>Describe the scope and purpose of the course.</p> <p>Describe professionalism as it relates to the custodial building and grounds maintenance worker.</p> <p>Describe duties of the custodial building and grounds maintenance worker.</p> <p>Describe duties of the custodial building and grounds maintenance worker with regard to health and safety issues.</p> <p>Describe terms used by the custodial worker.</p> <p>Demonstrate proper flag etiquette for United States and California flags.</p>
<p>SAFETY REGULATIONS</p> <p>Understand, apply, and evaluate safety rules pertaining to chemicals, Occupational Safety and Health Administration (OSHA) and the Material Safety Data Sheets (MSDS).</p>	6	<p>Describe workplace safety rules for chemical use.</p> <p>Describe the OSHA regulations that pertain to building and grounds maintenance.</p> <p>Describe the safety guidelines as listed on an MSDS form.</p> <p>Explain the pH scale and its relevance to chemicals.</p>
<p>EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the techniques for acquiring and maintaining employment.</p>	6	<p>Identify the traditional and internet sources for job openings in the building and grounds maintenance field.</p> <p>Describe and demonstrate the accurate completion of an employment application.</p> <p>Describe and demonstrate the writing of a cover letter and résumé.</p> <p>Describe and demonstrate the preparatory procedures for an effective interview.</p> <p>Role-play an interview.</p> <p>List the qualities needed to maintain employment.</p> <p>List the proper procedures for exiting a job.</p>

References:

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		Describe customer service as a method of building permanent relationships between the organization and the customer. Describe entrepreneurial opportunities in the building and grounds maintenance field.
Total Hrs:	18.00	

Lab Content:	Hours per topic	Objectives:
<p>SAFETY PROCEDURES</p> <p>Understand, apply, and evaluate workplace safety procedures.</p>	8	<p>Apply guidelines regarding personal safety listed in the handbook.</p> <p>Identify various hazardous conditions.</p> <p>Demonstrate use of ladder safely.</p> <p>Perform proper lifting techniques.</p> <p>Demonstrate proper use of fire extinguishers.</p> <p>Demonstrate the ability to operate fire sprinkler valves and alarm systems and the building grounds worker (BGW) responsibilities in case of fire. Describe the proper procedure for disposal of blood pathogens and hazardous waste.</p> <p>Describe procedures to ensure electrical safety.</p> <p>Pass the designated safety test with 100% accuracy.</p>
<p>REGULAR HARD FLOOR MAINTENANCE</p> <p>Understand, apply, and evaluate the techniques for the daily/weekly maintenance of floor surfaces according to acceptable, approved standards.</p>	8	<p>Identify various resilient and non-resilient floor compositions.</p> <p>Sweep floors using dust mop and floor brush.</p> <p>Identify various categories of floor cleaning chemicals.</p> <p>Identify and explain proper use and dilution of floor cleaning chemicals.</p> <p>Perform wet mop, damp mop, and spot mop cleaning of floors.</p> <p>Demonstrate spray buffing and burnishing of floors.</p> <p>Demonstrate proper care and use of tools.</p> <p>Identify other duties involved in the sweeping process.</p>

<p>FLOOR CARE (PROJECT CLEANING)</p> <p>Understand, apply, and evaluate the techniques for the project cleaning of hard floor surfaces with available supplies and equipment according to acceptable, approved standards.</p>	6	<p>Describe and demonstrate proper chemical dilution ratios of floor stripping chemicals. Demonstrate proper use of floor stripping chemicals.</p> <p>Identify floor types as resilient, non-resilient, and wood.</p> <p>Scrub and strip floors.</p> <p>Apply floor finishes.</p> <p>Perform spray buffing and high speed burnishing.</p> <p>Describe wood floor screening and sealing of hard wood floors.</p>
<p>CARPET MAINTENANCE</p> <p>Understand, apply, and evaluate the techniques for maintaining carpeting materials on a daily/weekly basis according to acceptable, approved standards.</p>	5	<p>Identify carpet types.</p> <p>Vacuum carpets.</p> <p>Demonstrate proper chemical dilution ratios for carpet care.</p> <p>Remove spots and stains.</p> <p>Demonstrate proper care and use of tools.</p>
<p>CARPET CARE (PROJECT CLEANING)</p> <p>Understand, apply, and evaluate the techniques for cleaning carpets with available equipment according to acceptable, approved standards.</p>	5	<p>Identify and explain proper use of carpet cleaning chemicals.</p> <p>Identify and explain dilution of carpet cleaning chemicals.</p> <p>Demonstrate carpet cleaning methods, such as dry foam, rotary machine, soil extraction, bonnet method, and spray method.</p> <p>Demonstrate traffic lane cleaning. Demonstrate proper care and use of carpet cleaning equipment.</p>
<p>DUSTING, WALL CARE, AND GLASS CLEANING</p> <p>Understand, apply, and evaluate the techniques for dusting furniture, washing walls, and cleaning glass according to acceptable, approved standards.</p>	6	<p>Explain the importance of dusting.</p> <p>Identify cloths, mops, and special tools used to perform routine dusting.</p> <p>Differentiate between dry and damp dusting.</p> <p>Determine how often dusting must be done.</p> <p>Perform low dusting.</p> <p>Perform high dusting.</p>

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
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		Demonstrate hand method of wall washing. Spot-wash walls and woodwork. Wash Venetian blinds and furniture. Clean interior and exterior glass.
SANITARY FACILITIES	7	Identify and explain proper use of carpet cleaning chemicals. Describe the importance of infection control. Describe the restroom routine, listing order of performance. Describe and demonstrate the techniques for cleaning and disinfecting the following: toilet bowls, urinals, and all restroom surfaces sinks and drinking fountains shower and locker rooms Describe and demonstrate the techniques for deep cleaning restrooms, showers, and locker rooms.
	Total 45	

INSTRUCTION AND EVALUATION , add more lines as needed.	
<ul style="list-style-type: none"> • Methods of Instruction - The focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. The methods of instruction used are appropriate to the objectives. If an objective is to "physically perform," then lecture as the sole method for learning is not enough. The assignments and methods of instruction and evaluation must be appropriate to the stated objectives. • Methods of Evaluation - The bases for evaluating assignments are given, and relate to skills and abilities in objectives. Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation. Please note that while noncredit courses do not produce grades that would be "credited" into a student record, this in no way obviates the critical need for the course design to comprehensively include student evaluation and feedback. 	
Methods of Instruction	Methods of Evaluation
Discussion, Activity, Purposeful collaboration	Short writings are assessed. Multiple choice and true / false questions are given. Listening comprehension activities are assessed. Basic oral presentation, interviews, and role plays are used to assess oral competencies.
Demonstration	Demonstration of proper cleaning techniques in a variety of settings.

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LEARNING OUTCOME INFORMATION

Student Learning Outcomes: 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>): (MAXIMUM OF 3 OUTCOMES)	How will these student learning outcomes be assessed? (<i>Explain how each outcome will be assessed in this column:</i>)
<ol style="list-style-type: none"> 1) Apply custodial terminology, directions, units of measurement and instructions to complete custodial tasks. 2) Recognize and apply appropriate tool, equipment, chemical, and toxic waste safety and handling. 3) Identify and demonstrate recommended practices for the use of custodial tools, machines, chemicals, and specialized equipment. 	<ol style="list-style-type: none"> 1. Demonstration/observation 2. Individualized instruction 3. Multimedia presentations 4. Small group instruction

Required Text(s):

Texts and instructional materials should be completely referenced: author, title, publisher, and date.

Custodial Training Preparation Guide – LATTC Workforce Development

Supplementary Readings:

Students will be provided articles and handouts from professional industry groups in custodial and facilities maintenance including use of green solvents and safety precautions.

Required Writing:

Students will complete written assignments related to safety, communication, professionalism, problem-solving, and teamwork scenarios and general reporting.

Assignments and/or Other Activities:

The assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. It is clear that there are student performance expectations, that these are taught in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

Supplies needed:

This section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Students needed pens, pencils, paper, and notebooks.

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
 ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008

SECTION III – SUPPORT NEEDED

Indicate how the college plans to support the proposed course:

Additional Staff needed: Adjunct faculty

Classroom type needed: Lecture with classrooms and college indoor and outdoor areas to serve as laboratory

Equipment needed: (List new equipment needed and indicate funding source for any new equipment)

Custodial supplies – purchased with Adult Education funds

Supplies needed: Cleaning supplies for lab and practicum, fire extinguisher,

Library/Learning Resources – (List Library and Learning Resources needed, including the cost and funding source for needed resources)

None

SECTION IV – APPROVAL STATUS

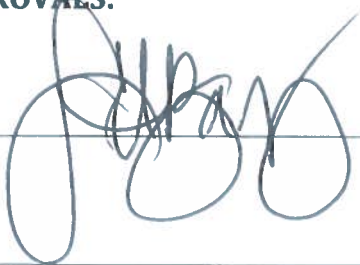
a. <input checked="" type="checkbox"/> New Course	Board Approval Date:	Effective Semester: Spring 2018
b. <input type="checkbox"/> Course Update	College Approval Date:	Effective Semester:
c. <input type="checkbox"/> Course Change*	College Approval Date:	Effective Semester:
d. <input type="checkbox"/> Course Reinstate	College Approval Date:	

*Course change is based on changes to Districtwide attributes

This course meets Title 5 section 55002 requirements for Noncredit Course:
The course treats subject matter and uses appropriate resource materials, teaching methods, and standards of attendance.

COLLEGE APPROVALS:

Leticia Barajas
Originator



3/6/18
Date

Department Chair

3/6/18
Date

Dean

Alicia Rodriguez-Estrada



3/6/18
Date

Curriculum Chair

Martin Diaz

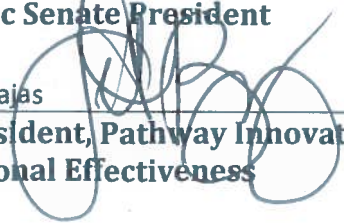


3/6/18
Date

Academic Senate President

Leticia Barajas

Vice President, Pathway Innovation and Institutional Effectiveness



3/6/18
Date

3/6/18
Date

