

**Section I: BASIC COURSE INFORMATION**

Outline Status: **Approved Course**

1. **COLLEGE: L.A. TRADE TECHNICAL COLLEGE**

2. **SUBJECT: VOCATIONAL EDUCATION**

3. **COURSE NUMBER: 252CE**

**COURSE TITLE: EXPLORATION OF CONSTRUCTION AND MAINTENANCE**

4. **CAREERS**

5. **CATALOG COURSE DESCRIPTION:**

This course introduces students to careers, basic skills and common practices in the construction and maintenance industries; helping them discover their aptitudes and interests in the construction field and make more informed decisions about their future careers, education and training. Students will learn and perform basic carpentry, masonry and mechanical skills and tasks.

**CLASS SCHEDULE COURSE**

6. **DESCRIPTION:**

This course introduces students to careers, basic skills and common practices in the construction and maintenance industries; helping them discover their aptitudes and interests in the construction field and make more informed decisions about their future careers, education and training. Students will learn and perform basic carpentry, masonry and mechanical skills and tasks.

**7. CLASS HOURS:**

	Standard Hrs		Total Hours per Term (standard hour x 18)	
Lecture Hrs:	3		54	
Lab Hrs:	3		54	
Totals:	Lecture:	3	Lecture:	54
	Lab:	3	Lab:	54
	Total:	6	Total:	108
<i>Totals In Protocol:</i>	Lecture:	3	Lecture:	54
	Lab:	3	Lab:	54
	Total:	6	Total:	108

**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 - <b>Lecture:</b> 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 - <b>Lecture:</b> Upon successful completion of this course, the student will be able to...(Use action verbs - see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.')
Introduction: Enrollment Administration SLOs Course Expectations Grading Policy.	2	Verify proper course registration. Restate course SLOs. Restate course expectations per grading policy.
OVERVIEW OF THE CONSTRUCTION PROCESS:  <ul style="list-style-type: none"> <li>• Planning Process</li> <li>• Management Process</li> <li>• Employee management</li> <li>• Subcontractor management</li> <li>• Local government and inspection management</li> <li>• Building Process</li> </ul>	3	-List the steps required for obtaining a building permit.  -Describe the relationship between the general contractor and others involved in the building process.  -Explain the impact of inspection on the building process.
OVERVIEW OF CONSTRUCTION CAREERS  <ul style="list-style-type: none"> <li>• Occupational and career opportunities</li> <li>• Educational opportunities and training requirements</li> <li>• Non-traditional career opportunities in construction</li> </ul>	3	-Identify the different trades and career and education pathways.  -Discuss the opportunities for advancement in the construction industry.  -Describe the steps to becoming a skilled tradesperson.
MEASUREMENT:  <ul style="list-style-type: none"> <li>• Linear English measurement</li> <li>• Metric measurement</li> <li>• Area Measurement</li> <li>• Volume measurement</li> <li>• Building measurement</li> </ul>	3	-Measure lengths.  -Calculate metric conversions.  -Calculate room areas.  -Make and manipulate volume measurements.
PRINT READING:  <ul style="list-style-type: none"> <li>• Introduction to construction documents, plan types.</li> <li>• Reading residential drawings and floor plans</li> </ul>	4	-Identify the different components of a set of blueprints.  -List document types and specific uses.  -List and describe symbols found on the various plans and drawings.
ESTIMATING:  <ul style="list-style-type: none"> <li>• Introduction to estimating process and tools</li> </ul>	3	-Describe the estimating process, listing the steps to completing an effective estimate.

<ul style="list-style-type: none"> <li>• Pricing</li> <li>• Labor</li> <li>• Materials</li> <li>• Bid proposal</li> </ul>		<p>-Properly identify pricing, labor, and material costs from an existing set of plans.</p>
<p>POWER TOOLS/HANDTOOLS</p> <ul style="list-style-type: none"> <li>• Introduction to tools, uses and terms</li> </ul>	3	<p>-Identify common power and hand tools of the construction industry.</p> <p>-Describe the primary use of common construction industry hand and power tools.</p> <p>-List the safety precautions as it pertains to individual hand and power tools.</p>
<p>WALL FRAMING:</p> <ul style="list-style-type: none"> <li>• Introduction to tools and terms</li> <li>• Nailing practices</li> </ul>	3	<p>-List the tools needed for wall framing.</p> <p>-Describe the layout and installation steps for the construction of walls, doors, windows.</p>
<p>ROOF FRAMING:</p> <ul style="list-style-type: none"> <li>• Introduction to materials, tools and fasteners</li> <li>• Determining rafter lengths</li> </ul>	3	<p>-List the tools needed for roof framing.</p> <p>-Properly calculate rafter lengths.</p> <p>-Describe the layout and installation steps for the construction and assembling of a roof system.</p>
<p>PAINTING AND FINISHING PROCESSES:</p> <ul style="list-style-type: none"> <li>• Introduction to tools, materials, terminology and safety</li> <li>• Painting prep work</li> <li>• Painting techniques</li> <li>• Wood finishing techniques</li> </ul>	4	<p>-List the tools needed for painting and finishing.</p> <p>-List materials used in painting and finishing</p> <p>-Describe the proper method for prep work.</p> <p>-Describe the proper techniques for clean up.</p>
<p>FINISH CARPENTRY:</p> <ul style="list-style-type: none"> <li>• Introduction to tools, materials and terminology</li> <li>• Overview of door, window and crown molding installation</li> </ul>	3	<p>-List the tools needed for finish carpentry and restate proper terminology as applied to tools and materials.</p> <p>-Describe proper methods for door, window, and molding installations.</p>
<p>DRYWALL SKILLS:</p> <ul style="list-style-type: none"> <li>• Introduction to tools, materials and terminology</li> </ul>	3	<p>-List the tools and materials required for drywall installation.</p>

<ul style="list-style-type: none"> <li>• Drywall application techniques</li> <li>• Texture techniques</li> </ul>		<ul style="list-style-type: none"> <li>-Compare and contrast the installation of drywall on wood and steel frame construction.</li> <li>-List texture techniques.</li> </ul>
<p><b>PLUMBING SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Introduction to tools and terms</li> <li>• Joining pipes</li> <li>• Sink and toilet installation</li> <li>• Gas piping</li> </ul>	3	<ul style="list-style-type: none"> <li>-List the tools needed for basic plumbing repair and installation.</li> <li>-Describe the proper method for joining metal and nonmetallic pipes.</li> <li>-Describe the layout and installation steps for a sink and toilet.</li> <li>-List the extra safety requirements needed when installing gas piping systems.</li> </ul>
<p><b>CONCRETE/MASONRY METHODS:</b></p> <ul style="list-style-type: none"> <li>• Introduction to process, materials and terminology</li> <li>• Foundation forming</li> <li>• Intro to working with concrete</li> <li>• Mixing, spreading and installing mortar</li> <li>• Building brick walls</li> <li>• Using concrete block</li> </ul>	3	<ul style="list-style-type: none"> <li>-List the tools needed for basic concrete repair and installation.</li> <li>-Describe the proper method for foundation forming.</li> <li>-List the extra safety requirements needed when working with concrete.</li> <li>-List the tools needed for basic masonry and installation.</li> <li>-Describe the proper method for mixing and spreading mortar.</li> <li>-Compare and contrast the differences when using concrete block and fired bricks.</li> </ul>
<p><b>TILE SETTING APPLICATIONS:</b></p> <ul style="list-style-type: none"> <li>• Introduction to tools, materials and techniques</li> <li>• Tile cutting operations</li> <li>• Substrate preparation</li> <li>• Tile setting techniques</li> </ul>	3	<ul style="list-style-type: none"> <li>-List the tools needed for basic tile setting.</li> <li>-List materials available for tile flooring.</li> <li>-Describe the proper method for substrate preparation.</li> </ul>
<p><b>ELECTRICAL WIRING:</b></p> <ul style="list-style-type: none"> <li>• Introduction to tools, materials and terminology</li> <li>• Receptacle wiring</li> <li>• Switch wiring</li> <li>• 3-way switch wiring</li> </ul>	3	<ul style="list-style-type: none"> <li>-List the tools needed for basic electrical repair and installation.</li> <li>-List materials used in electrical circuits.</li> <li>-Describe the proper method for wiring a single pole, 3-way, and receptacle</li> </ul>

		circuit.
HEATING, VENTILLATION AND AIR CONDITIONING:	3	-List the tools and materials required for basic residential HVACR installation.  -List electrical measurements that should be taken during installation and repair of systems.  -Define heating and cooling principles.  -Discuss applicable energy calculations.
• Introduction to tools, materials, terminology and safety • Electrical measurements • Heating and cooling principles • Energy calculations		
Final Exam	2	
Total:	54	
Total Lecture Hours In Section I Class Hours:	54	

\*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

\*\*In general "activity" courses or portions of courses are classified "laboratory."

### 1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - <b>Lab:</b> Outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).	Hours Per Topic	COURSE OBJECTIVES – <b>Lab:</b> Upon successful completion of this course, the student will be able to...(Use action verbs – see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.')
<b>POWER AND HANDTOOLS</b> • Wood • Masonry • Electrical • Plumbing • HVACR	6	-Select proper tool for the job.  -Safely operate common hand and power tools used in the construction industry to an industry level standard.
<b>WALL FRAMING</b> • Nailing practices • Stud, door & window wall framing • Standing walls • Assembly	6	-Use common hand and power tools to cut materials to size.  -Measure the size of door and window panels.  -Properly fasten materials using nails.  -Construct a mock wall that includes framing for windows and doors.
<b>ROOF FRAMING</b> • Determining rafter length • Cutting rafters • Assembling rafter • Look outs and fascia	6	-Mathematically determine proper rafter lengths, employ tools and fasteners to properly install a mock roof.
<b>PLUMBING SKILLS</b>	4	-Properly demonstrate the use of

<ul style="list-style-type: none"> <li>Joining pipes</li> <li>Sink and toilet installation</li> </ul>		common hand and power tools to install basic plumbing fixtures and pipes: both copper and plastic.
<b>CONCRETE METHODS</b> <ul style="list-style-type: none"> <li>Foundation forming</li> <li>Placing concrete in form</li> <li>Pouring slabs and curbs</li> </ul>	4	-Demonstrate the installation of concrete forms, pouring, and finishing of a concrete slab.
<b>MASONRY METHODS</b> <ul style="list-style-type: none"> <li>Mixing and spreading mortar</li> <li>Building brick walls</li> <li>Using concrete block</li> </ul>	4	-Demonstrate skills needed to construct a small masonry wall, to include both brick and concrete block.
<b>ELECTRICAL WIRING</b> <ul style="list-style-type: none"> <li>Receptacle wiring</li> <li>Switch wiring</li> </ul>	4	-Demonstrate skills needed for basic wiring by properly installing the materials and devices for connecting a SP, 3-Way, and receptacle circuit.
<b>PAINTING AND FINISHING PROCESSES</b> <ul style="list-style-type: none"> <li>Painting prep work</li> <li>Brush and roller techniques</li> </ul>	4	-Demonstrate skills needed for basic painting; wall preparation, multiple roller and brush techniques.
<b>TILE SETTING APPLICATIONS</b> <ul style="list-style-type: none"> <li>Tile cutting operations</li> <li>Substrate preparation</li> <li>Grout application</li> </ul>	4	-Demonstrate skills needed to set a tile floor; prepare substrate for flooring, layout and cut tiles, set tiles and grout.
<b>FINISH CARPENTRY</b> <ul style="list-style-type: none"> <li>Door installation</li> <li>Window installation</li> <li>Casing installation</li> <li>Baseboard installation</li> <li>Crown molding installation</li> </ul>	4	-Measure and fabricate a door with raised panels.  -Install hardware and mate to a mock door jam.  -Design, cut and install a section of crown moulding.
<b>DRYWALL SKILLS</b> <ul style="list-style-type: none"> <li>Drywall application</li> <li>Drywall taping techniques</li> <li>Corner taping techniques</li> <li>Texture techniques</li> </ul>	4	-Demonstrate skills needed for basic drywall installation; wall preparation, taping, jointing, and texture techniques.
<b>HEATING, VENTILLATION AND AIR CONDITIONING</b> <ul style="list-style-type: none"> <li>Introduction to tools, materials, terminology and safety</li> <li>Electrical measurements</li> <li>Heating and cooling principles</li> <li>Energy calculations</li> </ul>	4	-Demonstrate basic understanding by measuring electrical and refrigerant values of an operating system.  -Explain the meanings of readings.
Total:	54	
Total Lab Hours In Section I Class Hours:		54

**1. (cont'd) STUDENT LEARNING OUTCOME (SLO):**

STUDENT LEARNING OUTCOMES - <i>(Quote the appropriate Institutional SLO's in this column):</i>	HOW WILL THESE STUDENT LEARNING OUTCOMES BE ASSESSED - <i>(Explain how each outcome will be assessed in this column):</i>
SLO #1: Students will demonstrate driving nails	SLO #1 Criteria: Meets Expectation

<p>with hammers.</p> <p>SLO #2: Measure varies construction trade materials and using multiply types of measuring tools..</p>	<p>Drive 5 8d nail into a horizontal surface on a bench in three swings or less after the set, without bending a nail.</p> <p>Drive 4 16d nails into a plate on the floor in 3 swings or less, after the nail is set, without bending a nail.</p> <p>Does Not Meet Expectation:</p> <p>Drive &gt;5 8d nail into a horizontal surface on a bench in three swings or less after the set, without bending a nail.</p> <p>Drive &gt;4 16d nails into a plate on the floor in 3 swings or less, after the nail is set, without bending a nail.</p> <p>Criteria SLO#2: Meet Expectation</p> <p>Measure and mark a 2 x 4 stud to the given length.</p> <p>Given the span of the roof. measure and mark the length of a common rafter to within 1/16".</p> <p>Mark the location of the birds mouth to 1/16" of required location and shape.</p> <p>Mark the overhang cut.</p>

**Essential Academic Skills: Reading and Communication**

**2. RESOURCE MATERIALS:**

Provide a representative list of resource materials.

Title	Author	Year
Carpentry Level one	NCCER	2015

**3. REPRESENTATIVE READINGS:**

If applicable, please provide representative examples of reading assignments.

Handouts distributed by instructor.



**4. WRITING ASSIGNMENTS:**

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

**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.

**6. SELF-REFLECTIVE LEARNING:**

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

**7. COMPUTER COMPETENCY:**

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

[Utilize computerized material cost estimation programs on the web.](#)

**8. INFORMATION COMPETENCY:**

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

**Evaluation and Instruction****9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Optional Homework):**

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

[Small project at home, such as prepping and painting a wall or repair of drywall, etc. -Interview a professional working in the construction and maintenance industries about career opportunities and required skills, education and training.](#)

**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):

Some written exams, but primarily graded re: direct evidence; witnessed safely working with tool, utilizing tools and materials. Building required project to specification.

**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.

Pencil, eraser, paper, calculator, tape measure, basic handtools (pliers, hammers, screw drivers etc.), safety glasses and any other required PPE

**13. DIVERSITY:**

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

The course will stress sensitivity to diverse culture and gender at worksites and in the construction industry.

**14. 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:** [Academic Connections](#)

2. **DEPT/DIVISION CODE:** **10**

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

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

5. **BASIC SKILLS**

Title 5, section 55000(i) defines "Noncredit basic skills courses" as "Those courses 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:**

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) **0952.00**

Course content should match discipline description in Taxonomy of Programs found here: [Taxonomy Of Programs website](#)

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

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:**

Please Check All 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, LaborMarket Projections 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: **No****

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

**1. APPROVAL STATUS:**

	<b>Approval Date Of</b>	Board Date	Approved Effective Semester
a. <input type="checkbox"/> New Course	College:	Board: <b>1/1/00</b>	Effective Semester:
b. <input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:
c. <input checked="" type="checkbox"/> Course Change*	College: <b>11/16/15</b>		Effective Semester:
d. <input checked="" type="checkbox"/> Outline Update	College: <b>11/16/15</b>		Effective Semester:
e. <input type="checkbox"/> Archive Course	College:		Effective Semester:
f. <input type="checkbox"/> Reinstate Course	College:	Board:	Effective Semester:



## Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. **ORIGINATOR:** [Elarton, William D.](#)
2. **DEPARTMENT:** [Academic Connections](#)
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:

## 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.

Approver	Approval Date
Rodriguez-estrada, Alicia I.	11/10/2015
Elarton, William D.	11/23/2015
Albo-Lopez, Nicole	12/1/2015
Samuel, Judith C.	11/16/2015
Mcintosh, Melain F.	11/16/2015
	12/23/2015
Barajas, Leticia L.	12/8/2015
Hanley, Wallace G.	12/8/2015
Rodriguez-estrada, Alicia I.	

**Section VII: ADDENDA**

(Uploaded Documents)

<b>Type</b>	<b>Addendum Description</b>	<b>File</b>	<b>Delete</b>	<b>To View</b>
<i>SLO Rubric</i>	<i>SLO Rubric</i>	<i>VOCED 252CE Rubric.docx</i>	<a href="#"><u>Delete</u></a>	<a href="#"><u>View It</u></a>