

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	01/21/2018
ORIGINATOR:	Myron Franklin	STATE CONTROL NUMBER:	CCC00058 9081
		BOARD OF TRUSTEES APPROVAL DATE:	12/12/2017
		CURRICULUM COMMITTEE APPROVAL DATE:	10/20/2017
		CURRENT EFFECTIVE DATE:	06/18/2018

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable
Course is not a basic skills course.
Stand-alone

2. DEPT/COURSE NO:

WDTEC 466N

3. COURSE TITLE:

Occupational Work Experience in Wood Technology

4. COURSE: Laney New Course

TOP NO. 0952.50

5. UNITS: 1.000 - 4.000

HRS/WK LEC: 0.00 Total: 0.00

HRS/WK LAB: 3.00 - 12.00 Total: 52.50 - 210.00

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

Provides an opportunity as outlined in Title 5, section 55252 for working students to earn academic credit for employment relating to their educational or career goals. Each will complete Learning Objective form specific to their employment (sample attached to outline).

8. COURSE/CATALOG DESCRIPTION

Supervised employment providing opportunities in wood technology or a related field: Develop desirable work habits, become a productive, responsible individual, and extend education experience with on the job training. Course study under this section may be repeated three times for a maximum of 16 units for occupational or a combination of general and occupational work experience education (including Regular and Alternate Plan and General/Occupational/Apprentice Work Experience).

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- c. Grading Policy: Letter Grade Only
- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: Yes
- f. Required for degree/certificate (specify):
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? No

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Meet with supervisor and Faculty member to write and or choice job related, measurable learning objectives (at least three)
2. Demonstrate interpersonal communication skills on the job with co-workers and supervisors and in class with fellow cohort members
3. Schedule meetings with the COPED instructor and supervisor to manage and improve progress on learning objectives
4. Identify and practice the elements that define professionalism on the job
5. Create and maintain a job journal to document experiences and growth on the job
6. Prepare a resume
7. Create possible interview questions and appropriate responses

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

na

11B. LAB CONTENT:

C

Requirement for all Occupational Work Experience Courses:

Course Introduction/General Orientation 5%

CWEE program eligibility, including computation of units earned

Paperwork requirements

Class schedule and course expectations

Elements of learning objectives: specific, measurable, achievable, realistic, challenging, and short term

Elements of job descriptions

This section can be optimized to fit the course:

Career planning and development 5%

Job search techniques, resume development, interviewing skills

Professionalism on the Job 10%

Examination of desirable work habits and attitudes

Punctuality, personal appearance, direction taking, task completion

Workplace diplomacy and human relations

Communication skills, oral and written

Time Management 10%

Organizational skills

Prioritization skills

Stress management

Negotiation of Cooperative Work Experience Education Learning Objectives and Job Description with supervisor 5%

Job skill development and mastery of learning objectives specific to student's job 65%

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Activity
2. Lab
3. Observation and Demonstration

- 4. Discussion
- 5. Critique
- 6. Projects
- 7. Experiments
- 8. Individualized Instruction
- 9. Work Experience

- 13. ASSIGNMENTS:** 0.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

Job journals, reading SOP Safety handouts

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

- 14. STUDENT ASSESSMENT:** (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

COMPUTATION SKILLS

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER (Describe):

Projects, portfolios, •completed CWEE program application, including Learning Objective Agreement and Job Description •quality and timeliness of submission of required paperwork, including assigned writing projects •work site supervisors' evaluation of progress toward meeting the stated learning objectives and job performance •ongoing communication with instructor, including class attendance and participation

- 15. TEXTS, READINGS, AND MATERIALS**

A. Textbooks:

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments: Please provide a list of recent, recommended supplementary (non-textbook) titles to the acquisitions librarian.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

- 16. DESIGNATE OCCUPATIONAL CODE:**

C - Occupational

- 17. LEVEL BELOW TRANSFER:**

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."
Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the
outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they
are to be numbered as 2b, 2c, etc.)

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STUDENT LEARNING OUTCOMES

1. **Outcome:** Completes learning objectives as agreed upon by student, supervisor, and faculty at the beginning of the semester.

This outcome maps to the following Institution Outcomes:

- Career Technical Education - Students will demonstrate technical skills in keeping with the demands of their field of study.

Assessment: Instructor and supervisor evaluations

2. **Outcome:** Demonstrates professional behavior on the job and in the classroom

This outcome maps to the following Institution Outcomes:

- Personal and Professional Development - Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

Assessment: Student is observed and evaluated by supervisor in ongoing process. Supervisor uses a rubric to evaluate.

3. **Outcome:** Student completes a job journal chronicling assignments and reflections of the experience.

This outcome maps to the following Institution Outcomes:

- Communication - Students will effectively express and exchange ideas through various modes of communication.
- Personal and Professional Development - Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

Assessment: Written assignment

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