



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	EDEV
Course Number:	42
Descriptive Title:	Vocational Career Preparation
Division:	Library and Learning Resources
Department:	Educational Development
Course Disciplines:	Special Education
Catalog Description:	This course identifies effective methods of acquiring and retaining employment in a vocational field for students with disabilities. Students will recognize the connection between courses which develop specific skills and their preparedness or eligibility for related job openings. Students will practice appropriate job search strategies, such as completing an application, cover letter, and resume. Students will identify job retention, networking, and workplace safety skills, as well as community agencies which may provide employment support. This course is designed for students with disabilities but is open to all students.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	2
Hours Laboratory (per week):	0
Outside Study Hours:	4
Total Course Hours:	36
Course Units:	2
Grading Method:	Pass/No Pass only
Credit Status:	Credit, non degree applicable
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	

	Term:	
	Other:	
	IGETC:	
	Term:	
	Other:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	SLO #1 Education-Employment Connection Students will recognize and articulate the connection between their successful completion of appropriate courses and their readiness to apply for relevant jobs or apprenticeships. SLO #2 Effective Job Search / Application Procedure Students will identify the most reliable sources of information regarding job openings and will demonstrate their skill at preparing for the job application process by producing a cover letter, resume, and list of anticipated interview questions. SLO #3 Job Retention and Advancement Students will identify and demonstrate effective communication strategies, self-advocacy, and appropriate behavior to increase the likelihood of job retention and/or of advancement.	
Course Objectives:	1. Students will choose classes and develop an educational plan, with counselor assistance, appropriate to their designated vocational goal. 2. Students will identify viable positions for which they may qualify after completing the certificate, as well as possible venues/locations for job openings, and reliable resources for identifying openings. 3. Students will demonstrate their ability to complete a job application by answering the questions, whether online or in hard copy, as well as by producing a resume, sample cover letter and list of references. 4. Students will role-play the job interview process. 5. Students will identify methods that a person with a disability could use effectively to request accommodations in the interview process, as per relevant laws and guidelines. 6. Students will self-assess to determine their proficiency with universal skills, (Dept. of Labor, SCANS Report), such as reading, writing, computation, oral communication, self-regulation, basic computer literacy, problem-solving, etc. 7. Students will anticipate the transition from accepting to starting a position and will articulate and/or role-play appropriate interactive behaviors for the workplace, such as requesting work-related accommodations, if needed, resolving conflicts with others, self-monitoring, teamwork, and goal-setting for optimal results.	

	8. Students will recognize potential workplace hazards and articulate methods or resources to reduce risk. 9. Students will report the title and function of at least one workplace support, such as Human Resources and at least one community support for employment, such as the Department of Vocational Rehabilitation. Students will recognize laws protecting the rights of the disabled in the workplace. 10. Students will create a game plan/timeline for seeking employment as the vocational program ends, including a portfolio of strategic documents (resume, sample cover letter, a list of references and the contact information for job support agencies on campus and in the community.
Major Topics:	I. From Education to Employment (4 hours, lecture) A. Overview of courses and timeline for Certificate B. College level expectations of students C. Relationship between vocational courses and Ed. Development course 1. Types of assignments in each class 2. Support services for academic success and accommodations, if needed; classes and assistive technology to support learning and memory 3. Support services (agencies) for liaison with potential employers II. Realistic Expectations (3 hours, lecture) A. Viable positions after Certificate completion and likely venues B. Reliable sources for job openings III. Readiness for the Job Market (6 hours, lecture) A. Specific skills for the job B. Self-marketing strategies application, (online and/or in hard copy), resume, cover letter, transcripts, list of references) C. Time / paper trail management skills IV. The Interview Process (6 hours, lecture) A. Responding to the "TMAY" (Tell Me About Yourself") B. Anticipating interview questions C. Role-playing interview responses D. Developing honest yet productive answers to difficult interview questions E. Attire / grooming for interview F. Eye contact / voice during the interview to express confidence and rapport G. Negotiating salary, as appropriate V. Accommodations for the Interview (1 hour, lecture) A. Determining whether accommodations will be needed B. Identifying how to obtain: appropriate office to contact and by what date

	VI. Proficiency in Universal Skills (US Dept. of Labor SCANS Report) (3 hours, lecture) A. Assessing oneself for skills likely to be required, no matter the job title, such as reading, writing, computation, oral communication, computer literacy, problem-solving, self-monitoring B. Formulating a plan to remediate any deficiencies in universal skills VII. Accepting and Retaining the Job (4 hours, lecture) A. Understanding and handling the job requirements and the time / logistics of getting to work each day B. Obtaining job-related accommodations, if needed C. Getting along with supervisors and co-workers; becoming aware of acceptable and unacceptable topics of conversation D. Working independently and as a team E. Meeting requirements for "Continuing Education Units," if any F. Seeking promotion, when appropriate VIII. Physical / Psychological Safety in the Workplace (2 hours, lecture) A. Safety procedures / equipment required for the tasks of the job B. Safety procedures for the work location, such as fire-prevention, emergency exits, etc. C. Creating a safe zone for oneself D. Identifying threatening behaviors from others; reporting these, as needed. IX. Recognizing Workplace and Community Supports (3 hours, lecture) A. Role / services of Human Resources B. Potential support from agencies, such as Dept. of Vocational Rehabilitation, Independent Living Centers, unions, etc. C. Awareness of the laws which support the rights of the disabled in the workplace, as needed. X. Developing a Game Plan (4 hours, lecture) A. Setting a goal /timeline for obtaining a position B. Making changes in strategies as may be appropriate
Total Lecture Hours:	36
Total Laboratory Hours:	0
Total Hours:	36
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 -	3) Skills demonstration

all courses; choose one):	
Typical Assignment Using Primary Method of Evaluation:	Create your resume using a template of your choice or the one provided on ECC Career Coach Website: https://elcamino.emsicc.com/ The required fields are: 1. Your Name and contact information centered on top 2. Your desired position 3. Your education up till now, including your anticipated Certificate (date) 4. Your employment and/or volunteer experience, most recent first 5. Special interests, skills, and any awards you have received.
Critical Thinking Assignment 1:	Students will analyze a position in their targeted field, using the U.S. Dept. of Labor's "onetonline.org" website to identify the skills addressed in their current vocational course(s) and the skills which they still need to acquire through upcoming courses. Product: a written chart showing skills needed for employment and ECC courses offering those specific skills.
Critical Thinking Assignment 2:	By role-playing or through simulation, students will demonstrate effective and ineffective communication for conflict resolution in the workplace and then write a brief analysis stating why one set of behaviors would work more successfully than the other. Product: a completed checklist based on criteria for effective and ineffective communication skills. Time allowing, students will "redo" the simulation of ineffective behaviors to demonstrate choices for more effective behaviors.
Other Evaluation Methods:	Class Performance, Clinical Evaluation, Completion, Homework Problems, Journal kept throughout course, Objective Exam, Performance Exams
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	<u>Job Search Handbook for People with Disabilities</u>, Third Edition, Daniel J. Ryan, JIST Works, 2011. (text-to-speech enabled), Discipline Standard
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites	

and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Julie C. Land, M.S., M.A.
Date:	10/24/2019
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Sandra Martinez-Garcia
Date:	10/23/2025
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