



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Educational Development 42  
**Descriptive Title:** Vocational Career Preparation  
**Course Disciplines:** Educational Development  
**Division:** Health Sciences and Athletics

**Catalog Description:**

This course identifies effective methods of acquiring and retaining employment in a vocational field. 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.

Note: This course is appropriate for students with disabilities.

Note: Pass/ No Pass only

**Conditions of Enrollment:**

None

<b>Course Length:</b>	<u>X</u> Full Term	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	2.00 hours per week	TBA
<b>Hours Laboratory:</b>	0 hours per week	TBA
<b>Course Units:</b>	2.00	

**Grading Method:** Pass/No Pass  
**Credit Status:** Non-Degree Credit

**Transfer CSU:** No  
**Transfer UC:** No

**General Education:**

**El Camino College:**

**CSU GE:**

**IGETC:**

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

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.
2. **Effective Job Search / Application Procedure:** Student 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.
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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Students will choose classes and develop an educational plan, with counselor assistance, appropriate to their designated vocational goal.  
Completion
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.  
Class Performance
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.  
Class Performance
4. Students will role-play the job interview process.  
Performance Exams
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.  
Oral Exam
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.  
Written Homework

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.  
Class Performance
8. Students will recognize potential workplace hazards and articulate methods or resources to reduce risk.  
Objective Exams
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,  
Written Homework
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).  
Other: Term Project

**III. OUTLINE OF SUBJECT MATTER (Topics should be detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topics
Lecture	4	I	<b>From Education to Employment</b> <ol style="list-style-type: none"> <li>A. Overview of courses and timeline for Certificate</li> <li>B. College level expectations of students</li> <li>C. Relationship between vocational courses and Ed. Development course               <ol style="list-style-type: none"> <li>1. Types of assignments in each class</li> <li>2. Support services for academic success and accommodations, if needed; classes and assistive technology to support learning and memory</li> <li>3. Support services (agencies) for liaison with potential employers</li> </ol> </li> </ol>
Lecture	3	II	<b>Realistic Expectations</b> <ol style="list-style-type: none"> <li>A. Viable positions after Certificate completion and likely venues</li> <li>B. Reliable sources for job openings</li> </ol>
Lecture	6	III	<b>Readiness for the Job Market</b> <ol style="list-style-type: none"> <li>A. Specific skills for the job</li> <li>B. Self-marketing strategies application, (online and/or in hard copy), resume, cover letter, transcripts, list of references)</li> <li>C. Time / paper trail management skills</li> </ol>

Lecture	6	IV	<b>The Interview Process</b> <ul style="list-style-type: none"> <li>A. Responding to the “TMAY” (Tell Me About Yourself)</li> <li>B. Anticipating interview questions</li> <li>C. Role-playing interview responses</li> <li>D. Developing honest yet productive answers to difficult interview questions</li> <li>E. Attire / grooming for interview</li> <li>F. Eye contact / voice during the interview to express confidence and rapport</li> <li>G. Negotiating salary, as appropriate</li> </ul>
Lecture	1	V	<b>Accommodations for the Interview</b> <ul style="list-style-type: none"> <li>A. Determining whether accommodations will be needed</li> <li>B. Identifying how to obtain: appropriate office to contact and by what date</li> </ul>
Lecture	3	VI	<b>Proficiency in Universal Skills (US Dept. of Labor SCANS Report)</b> <ul style="list-style-type: none"> <li>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</li> <li>B. Formulating a plan to remediate any deficiencies in universal skills</li> </ul>
Lecture	4	VII	<b>Accepting and Retaining the Job</b> <ul style="list-style-type: none"> <li>A. Understanding and handling the job requirements and the time / logistics of getting to work each day</li> <li>B. Obtaining job-related accommodations, if needed</li> <li>C. Getting along with supervisors and co-workers; becoming aware of acceptable and unacceptable topics of conversation</li> <li>D. Working independently and as a team</li> <li>E. Meeting requirements for “Continuing Education Units,” if any</li> <li>F. Seeking promotion, when appropriate</li> </ul>
Lecture	2	VIII	<b>Physical / Psychological Safety in the Workplace</b> <ul style="list-style-type: none"> <li>A. Safety procedures / equipment required for the tasks of the job</li> <li>B. Safety procedures for the work location, such as fire-prevention, emergency exits, etc.</li> <li>C. Creating a safe zone for oneself</li> <li>D. Identifying threatening behaviors from others; reporting these, as needed.</li> </ul>
Lecture	3	IX	<b>Recognizing Workplace and Community Supports</b> <ul style="list-style-type: none"> <li>A. Role / services of Human Resources</li> <li>B. Potential support from agencies, such as Dept. of Vocational Rehabilitation, Independent Living Centers, unions, etc.</li> <li>C. Awareness of the laws which support</li> </ul>

			the rights of the disabled in the workplace, as needed.
<b>Lecture</b>	<b>4</b>	<b>X</b>	<b>Developing a Game Plan</b> A. Setting a goal /timeline for obtaining a position B. Making changes in strategies as may be appropriate
<b>Total Lecture Hours</b>	<b>36</b>		
<b>Total Laboratory Hours</b>	<b>0</b>		
<b>Total Hours</b>	<b>36</b>		

#### IV. PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION

Skills demonstrations

##### B. 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.

Note: turn in one resume in hard copy and one in electronic copy.

Grades will be based on thoroughness and on clear appearance.

This means headings in bold print, contrast in the use of font size, effective, uncluttered spacing, and short, concise sentences.

##### C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS

1. Students will analyze a position in their targeted field, using the U.S. Dept. of Labor's "ononline.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.

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.

#### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS**

- Class Performance
- Objective Exam
- Clinical Evaluation
- Completion
- Performance Exams
- Homework Problems
- Journal kept throughout course

#### **V. INSTRUCTIONAL METHODS**

- Lecture
- Group Activities
- Role play/simulation
- Discussion
- Guest Speakers
- Multimedia presentations
- Demonstration

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

#### **VI. WORK OUTSIDE OF CLASS**

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activity
- Written work (such as essay/composition/report/analysis/research)
- Journal (done on a continuing basis throughout the semester)

**Estimated Study Hours Per Week: 4**

#### **VII. TEXTS AND MATERIALS**

##### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Job Search Handbook for People with Disabilities, Third Edition, Daniel J. Ryan, JIST Works, 2011. (text-to-speech enabled), Discipline Standard

##### **B. ALTERNATIVE TEXTBOOKS**

##### **C. REQUIRED SUPPLEMENTARY READINGS**

##### **D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisite/s (Course and Non-Course Prerequisite/s and Corequisite/s). Add rows as needed.**

Requisites	Category and Justification

**B. Requisite Skills - Match skills from prerequisite course/s or non-course prerequisites without which a student would be “highly unlikely to succeed.”**

Requisite Skills – Matching

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification

**D. Recommended Skills. Match skills from recommended courses or non-course prerequisite that would “enhance a students’ ability to succeed in the courses”.**

Recommended Skills – Matching

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by: Julie C. Land, M.S., M.A. Fall 2019

BOARD APPROVAL DATE: 01/21/2020

LAST BOARD APPROVAL DATE: