

Section I: BASIC COURSE INFORMATION

Outline Status: **Approved Outline**

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** VOCATIONAL EDUCATION
3. **COURSE NUMBER:** 252CE
4. **COURSE TITLE:** EXPLORATION OF CONSTRUCTION AND MAINTENANCE 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. Students will prepare to enter an apprenticeship program in the field of construction or maintenance.

6. **CLASS SCHEDULE 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.

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 - Lecture: 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 - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
Introduction: Enrollment Administration SLOs Course Expectations Grading Policy. Â	2	Verify proper course registration. Restate course SLOs. Restate course expectations per grading policy. Â
OVERVIEW OF THE CONSTRUCTION PROCESS: Planning Process Management Process Employee management Subcontractor management Local government and inspection management Building Process	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 Occupational and career opportunities Educational opportunities and training requirements Non-traditional career opportunities in construction	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: Linear English measurement Metric measurement, Area Measurement Volume measurement Building measurement	3	-Measure lengths. -Calculate metric conversions. -Calculate room areas. -Make and manipulate volume measurements.
PRINT READING: Introduction to construction documents, plan types. Reading residential drawings and floor plans	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: Introduction to estimating process and tools Pricing Labor Materials Bid proposal	3	-Describe the estimating process, listing the steps to completing an effective estimate. -Properly identify pricing, labor, and material costs from an existing set of plans.
POWER TOOLS/HANDTOOLS Introduction to tools, uses and terms	3	-Identify common power and hand tools of the construction industry.

		<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> <p>Introduction to tools and terms</p> <p>Nailing practices</p>	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> <p>Introduction to materials, tools and fasteners</p> <p>Determining rafter lengths</p>	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> <p>• Introduction to tools, materials, terminology and safety</p> <p>• Painting prep work</p> <p>• Painting techniques</p> <p>• Wood finishing techniques</p> <p>•</p>	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> <p>Introduction to tools, materials and terminology</p> <p>Overview of door, window and crown molding installation</p>	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> <p>Introduction to tools, materials and terminology</p> <p>Drywall application techniques</p> <p>Texture techniques</p>	3	<p>-List the tools and materials required for drywall installation.</p> <p>-Compare and contrast the installation of drywall on wood and steel frame construction.</p> <p>-List texture techniques.</p>
<p>PLUMBING SKILLS:</p> <p>Introduction to tools and terms</p> <p>Joining pipes</p> <p>Sink and toilet installation</p> <p>Gas piping</p>	3	<p>-List the tools needed for basic plumbing repair and installation.</p> <p>-Describe the proper method for joining metal and nonmetallic pipes.</p> <p>-Describe the layout and installation steps for a sink and toilet.</p> <p>-List the extra safety requirements needed when installing gas piping systems.</p>

CONCRETE/MASONRY METHODS: Introduction to process, materials and terminology Foundation forming Intro to working with concrete Mixing, spreading and installing mortar Building brick walls Using concrete block	3	-List the tools needed for basic concrete repair and installation. -Describe the proper method for foundation forming. -List the extra safety requirements needed when working with concrete. -List the tools needed for basic masonry and installation. -Describe the proper method for mixing and spreading mortar. -Compare and contrast the differences when using concrete block and fired bricks.
TILE SETTING APPLICATIONS: Introduction to tools, materials and techniques Tile cutting operations Substrate preparation Tile setting techniques	3	-List the tools needed for basic tile setting. -List materials available for tile flooring. -Describe the proper method for substrate preparation.
ELECTRICAL WIRING: Introduction to tools, materials and terminology Receptacle wiring Switch wiring 3-way switch wiring	3	-List the tools needed for basic electrical repair and installation. -List materials used in electrical circuits. -Describe the proper method for wiring a single pole, 3-way, and receptacle circuit.
HEATING, VENTILLATION AND AIR CONDITIONING: Introduction to tools, materials, terminology and safety Electrical measurements Heating and cooling principles Energy calculations	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.
Final Exam	2	
	Total: 54	
	Total Hrs In Protocol: 54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: 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>)
POWER AND HANDTOOLS 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.
WALL FRAMING 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.
ROOF FRAMING 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.
PLUMBING SKILLS Joining pipes Sink and toilet installation	4	-Properly demonstrate the use of common hand and power tools to install basic plumbing fixtures and pipes: both copper and plastic.
CONCRETE METHODS Foundation forming Placing concrete in form Pouring slabs and curbs	4	-Demonstrate the installation of concrete forms, pouring, and finishing of a concrete slab.
MASONRY METHODS • Mixing and spreading mortar • Building brick walls • Using concrete block	4	-Demonstrate skills needed to construct a small masonry wall, to include both brick and concrete block.
ELECTRICAL WIRING Receptacle wiring Switch wiring	4	-Demonstrate skills needed for basic wiring by properly installing the materials and devices for connecting a SP, 3-Way, and receptacle circuit.
PAINTING AND FINISHING PROCESSES Painting prep work Brush and roller techniques	4	-Demonstrate skills needed for basic painting; wall preparation, multiple roller and brush techniques.
TILE SETTING APPLICATIONS Tile cutting operations Substrate preparation Grout application	4	-Demonstrate skills needed to set a tile floor; prepare substrate for flooring, layout and cut tiles, set tiles and grout.
FINISH CARPENTRY Door installation Window installation Casing installation Baseboard installation Crown molding installation	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.
DRYWALL SKILLS • Drywall application • Drywall taping techniques	4	-Demonstrate skills needed for basic drywall installation; wall preparation, taping, jointing, and texture techniques.

â€¢ Corner taping techniques â€¢ Texture techniques		
HEATING, VENTILLATION AND AIR CONDITIONING Introduction to tools, materials, terminology and safety Electrical measurements Heating and cooling principles Energy calculations	4	-Demonstrate basic understanding by measuring electrical and refrigerant values of an operating system. -Explain the meanings of readings.
	Total: 54	
	Total Hrs In Protocol: 54	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved.Â Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
SLO #1: Students will demonstrate driving nails with hammers. SLO #2: Measure varies construction trade materials and using multiply types of measuring tools..		SLO #1 Criteria: Meets Expectation Drive 5 8d nail into a horizontal surface on a bench in three swings or less after the set, without bending a nail. Drive 4 16d nails into a plate on the floor in 3 swings or less, after the nail is set, without bending a nail. Does Not Meet Expectation: Drive >5 8d nail into a horizontal surface on a bench in three swings or less after the set, without bending a nail. Drive >4 16d nails into a plate on the floor in 3 swings or less, after the nail is set, without bending a nail. Criteria SLO#2: Meet Expectation		

		<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>		
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Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

[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 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 hand tools (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 work sites and in the construction industry.

13. 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:** **Non-Credit**

2. **DEPT/DIVISION CODE:** **92**

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

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

5. **BASIC SKILLS:**

Title 5, section 55000(i) defines 'Noncredit basic skills courses' as 'those 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:** **Credit 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:** **Occupational**

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:** **Basic Skills For Workforce Development**

9. **TOP CODE** - (6 digits XXXX.XX): **0952.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.pdfcurriculum.htm>

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:** **0.0000**

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:**

Check all boxes 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, Labor Market Predictions from Employment Development Department, employer survey, community or student interest survey, state licensing, requirements or mandated certification.

Students are interested in preparing for occupations in the construction industry. This course will allow students to explore the various fields, be exposed to the necessary skills and determine whether to pursue and career in one of the trades. Large construction projects are expected to begin locally and LASC has been approached to assist in training the workforce.

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

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College: 5/9/16	Board: 6/8/16	Effective Semester: Summer 2016	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> Outline Update	College:			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. ORIGINATOR: ruaneml

2. DEPARTMENT: 92

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:

N/A

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.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

College President

Date

Section VII: ADDENDA

(Uploaded Documents)

SLO Rubric	SLO Rubric	VOCED 252CE Rubric.docx
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**Los Angeles Southwest College
Curriculum Committee**



**Distance Learning Course Approval Guidelines
(Existing Courses)**

Title 5, Section 55206 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the cyclical review process of Program Review.

This form assures that the educational objectives of the course can indeed be achieved via distance delivery and it makes clear how instructors will maintain regular and substantive contact and interaction between themselves and students as required by Title 5, section 55204, examples of which can include, but are not limited to, asynchronous office hours conducted via the course management system, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, regular course announcements published via the course management system and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the course management system, facilitating student-to-student contact and virtual student groups. These are requirements of all Distance Education courses. Los Angeles Southwest College does not offer correspondence courses. Only Distance Education courses offered as online or hybrid may be submitted for approval. When submitting this form, the department chair certifies that all information in the DE Addendum is complete and accurate by submitting the DE Addendum via ECD.

Curriculum Committee approval certifies the following requirement have been met. Follow-up on these items is maintained at the Department level by faculty teaching online/hybrid courses and through the faculty evaluation process.

Course Quality Standards (Title 5, section 55372)

The same standards of course quality, including course content and objectives, are applied to distance education courses offerings as are applied to traditional classroom courses.

Course Quality Determinations (Title 5, section 55374)

Determinations and judgments about the quality of the distance education course offering were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.

Instructor Contact (Title 5, sections 55204 and 55376)

Each section of the course which is delivered through distance education will include regular and substantive contact and interaction between instructor and students.

Resources:

If you need assistance with any aspect of revising a course for online delivery, please contact:

Distance Education Coordinator

If you need assistance or clarification with any aspect of accessibility or reasonable accommodations that the college can make, please contact:

Distance Education Coordinator

Definitions

An **online course** never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on a course website.

A **hybrid course** combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

A **correspondence course** provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced.

LOS ANGELES SOUTHWEST COLLEGE
DISTANCE EDUCATION COURSE OUTLINE ADDENDUM

Online Status: Hybrid Only

Addendum Status: New Proposal

Subject Name & Course Number: Voc Ed 252CE

Date: 5/22/2020

Cross-listed Subject Name & Course Number (if applicable): _____

1. DE REGULAR EFFECTIVE CONTACT METHODS:

- Online Assessment Feedback and Discussion
- Online Chat Rooms
- Online Synchronous/Live Conferencing/Webinars
- Instructor Participation in Online Open Discussion Forums
- Student-to-Student Interaction via Online Discussion Forums
- Other (specify): Online announcements; Canvas chat

2. DE INSTRUCTOR-STUDENT AND STUDENT-STUDENT INTERACTION:

Please provide representative examples of how this type of activity demonstrates instructor-student and/or student-student interaction.

- Online assesment feedback and discussion, students will be given individualized feedback on all writing assingments (disscussion questions, reflections, elevator speech outlines, industry interview submissions)
- Online chat rooms, Canvas Chat/Email or Pronto will be used to answer student questions.
- Online synchronous/Live Conferencing/Webinars will be used to conduct lectures and discussions about readings, to share classwork and clarify assignemt objectives.
- Instructor participation in onlne open discussion forums, instructors will participate in all discussion forums to answer questions, provide feedback and facilitate.
- Student-to-student interaction via online discussion forms, students will work in groups to complete projects and assist one another by providing feedback, students will also post responses to discussion questions and respond to several student posts, students will also post and peer review posts as they relate to virtual classroom visits from industry representatives.

3. DE STRATEGIES FOR METHODS OF INSTRUCTION:

Please indicate what online learning strategies will be used as methods of instruction in online offerings and how they will enable the student to achieve the course SLOs and Objectives.

NOTE: Any component of this course that will be conducted via a publisher application in the LMS or a website outside of the LMS must meet the college's requirements for accessibility, authentication, and student privacy.

- Online Publisher Resources
- Online Announcements
- Online Audio/Video Presentations

- Online Bulletin Board/Weblog
- Online Conferencing/Webinars
- Online Public/Class-wide Chat Rooms
- Online Public/Class-wide Discussion Forums
- Interactive Online Applications
- Interactive Software Applications
- Webcasts/Podcasts
- Other (specify):

4. DE STRATEGIES FOR SLOs/OBJECTIVES:

Please indicate how the selected online methods of instruction will enable the student to achieve the course SLOs and Objectives.

1. Restate course SLO's, expectations, grading policy and verify proper course registration - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide a discussion on introducing the course objectives and course overview. Students will utilize the LMS to post discussions about the course overview and expectations so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

2. Describe relationships in the building process, explain the impact of inspections and list the steps for obtaining a building permit - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion and process of obtaining a building permit, describing the relationships in the building process and the impact of inspections. Students will utilize the LMS to post discussions about the building process so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

3. Identify the various Union apprenticeship programs, opportunities for advancement and the steps to becoming a Journeyman - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion of Union apprenticeships, advancement, and completion. Students will utilize the LMS to post discussions about their career paths and to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

4. Calculate various measurements in lengths, area, and volume - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration, and practice of measuring. Students will utilize the LMS to complete individual assignments to practice measurements, the instructor will provide individualized feedback through the LMS assignment submission process.

5. Identify, list, and describe various types, sets, components, symbols and documents related to blueprints - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration, and practice of blueprint reading. Students will utilize the LMS to complete individual and group assignments to practice

blueprint reading and allow for peer review. The instructor will provide individualized feedback through the LMS assignment submission process.

6. Describe, list and identify the process and step of estimating labor and materials - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration, and practice of estimating. Students will utilize the LMS to complete individual and group assignments to practice estimating and allow for peer review. The instructor will provide individualized feedback through the LMS assignment submission process.

7. Identify, list, and describe the precautions and use of common hand and power tools - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration, precautions and use of common hand and power tools. Students will utilize the LMS to post discussions about the identifying and describing the use of common hand and power tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

8. Describe the layout and installation of rough carpentry and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of rough carpentry and the tools needed. Students will utilize the LMS to post discussions about rough carpentry and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

9. Describe the layout of roof framing, calculate rafter lengths, and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of roof framing and the tools needed. Students will utilize the LMS to post discussions about roof framing so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

10. List tools and materials, describe methods and techniques of painting - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration, and practice of painting. Students will utilize the LMS to post discussions about painting so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

11. Describe the layout and installation of finish carpentry and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of finish carpentry and the tools needed. Students will utilize the LMS to post discussions about finish carpentry and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

12. Compare and contrast wood and steel frame drywall installation and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of drywall installation and the tools

needed. Students will utilize the LMS to post discussions about drywall installation and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

13. Describe the layout and installation of plumbing and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of plumbing and the tools needed. Students will utilize the LMS to post discussions about plumbing and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

14. Describe the layout and installation of masonry and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of masonry and the tools needed. Students will utilize the LMS to post discussions about masonry and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

15. Describe the layout and installation of tile setting and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of tile setting and the tools needed. Students will utilize the LMS to post discussions about tile setting and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

16. Describe the layout and basic electrical installation and repair and list the tools needed - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration and practice of electrical installation and repair and the tools needed. Students will utilize the LMS to post discussions about electrical installation and repair and tools so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

17. Define and discuss the tools, material, and installation of home HVACR - Students will utilize the LMS announcements to navigate changes and updates to assignments. Students will review videos and reading materials via the LMS to prepare for online conferencing where the instructor will facilitate and guide the discussion, demonstration, and practice of HVACR calculations, installation, and repair. Students will utilize the LMS to post discussions about HVACR calculations, installation, and repair so to allow for peer review of posted discussions. The instructor will provide individualized feedback through the LMS assignment submission process.

18. Demonstrate and practice the use of hand and power tools - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.

19. Measure, fabricate, fasten and assembly of wall framing - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.

20. Mathematically determine lengths, employ tools and fasteners to assemble a roof frame - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.

21. Mathematically determine lengths, employ tools, join pipe, and install plumbing fixtures - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.

22. Determine appropriate volume, form, pour and finish concrete - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
23. Demonstrate skills needed to construct masonry walls - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
24. Demonstrate skills needed for basic electrical installation and repair - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
25. Demonstrate skills needed for tile setting - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
26. Demonstrate skills needed for painting - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
27. Demonstrate skills needed for finish carpentry - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
28. Demonstrate skills needed for drywall installation - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.
29. Demonstrate skills needed for HVACR - Only the use of a face-to-face lab setting will satisfy the requirements of the course material for this section.

5. DE STRATEGIES FOR METHODS OF EVALUATION:

Please indicate what online learning strategies will be used as methods of evaluation in online offerings.

NOTE: Any component of this course that will be conducted via a publisher application in the LMS or a website outside of the LMS must meet the college’s requirements for accessibility, authentication, and student privacy.

- Files/Information Submitted Electronically
- E-portfolios
- Online Student Audio/Video Presentations
- Online Assessments
- Online Discussion Postings
- Online Application Use
- Software Application Use
- Other (specify):

6. DE STRATEGIES FOR PARTICIPATORY ACTIVITIES:

If applicable, please describe how online learning strategies will be used to enable online students to complete any required participatory activities such as collaborative assignments, student performances, demonstrations, oral presentations, laboratory activities, event

attendance, site visits, field trips, etc.

NOTE: If strategies are not employed in order to accommodate such assignments (if required), then in-person contact hours must be required and the course must be offered as Hybrid only, rather than fully online.

Collaborative assignments will be completed through assigning student groups to research, construct outlines, develop understanding and explore topics so as to jointly submit assignments. Peer groups will be utilized for formative assessment feedback on student performance. Live and recorded media will provide for student demonstrations and oral presentations. Some laboratory activity preparation will be available through individualized and interactive assessments. Live conferencing with industry representatives and virtual tours will enable sufficient gathering of workplace understanding.

7. DE EMERGENCY CONDITIONS:

If an emergency* were to occur once the course is in progress that prohibits planned in-person activities, what additional DE strategies will be used to enable students to achieve the relevant course SLOs/objectives and what additional resources would be required.

****Emergency: Pandemic or natural disaster.***

N/A

8. DE UNIVERSAL DESIGN:

Please acknowledge (by checking each box) that each item it represents must be addressed in all online content provided by the instructor, the college, the learning management system, publishers of online textbooks/content resources, websites linked to textbook or course content, and applications or software used.

- Provide an uncluttered interface with consistent layout and navigation
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

9. DE ACCESSIBILITY:

Please acknowledge (by checking each box) that each item it represents must be addressed in all electronic/digital, audio/video, and online content provided by the instructor, the college, the learning management system, publishers of online textbooks/content resources or content, websites linked to textbook or course content, and applications or software used must conform to the following criteria.

- Alternative text or alternative descriptions will be provided for all images.
- Instructional videos will have accurate closed captioning.
- Transcripts will be provided for all audio recordings.
- Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such as black and white background), font

size (such as 12-14 points), and font style (such as Arial or Tahoma) to ensure readability.

- All PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word for saving as PDF).

10. DE AFFILIATED PROGRAM STATUS CHANGE:

This course is affiliated with the following programs. If this proposal will change the DE status of any program from 0-50% to 51-100%, an ACCJC Substantive Change Approval may be required. Contact your Accreditation Liaison Officer for more information. ***Although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.***

Checking the agreement box below indicates you are aware of this requirement.

- I agree and am aware of the Substantive Change term