

# COURSE OUTLINE OF RECORD

Approval Status:

## Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** LOS ANGELES VALLEY COLLEGE
2. **SUBJECT:** BASIC SKILLS
3. **COURSE NUMBER:** 112CE
4. **COURSE TITLE:** 21<sup>st</sup> Century Employability Skills: Social/Diversity Awareness
5. **CATALOG COURSE DESCRIPTION:**

This course is the tenth of the professional competencies outlined in the New World Work 21st Century Skills list. The course focuses on the importance of developing sensitivity to differences in background, beliefs, gender, sexual orientation, ethnicity, and age in the workplace. Students will engage in professional and interpersonal skills that enable them to establish rewarding relationships with diverse individuals and groups.

**6. CLASS SCHEDULE COURSE DESCRIPTION:**

This course is the tenth of the professional competencies outlined in the New World Work 21st Century Skills list. The course focuses on the importance of developing sensitivity to differences in background, beliefs, gender, sexual orientation, ethnicity, and age in the workplace. Students will engage in professional and interpersonal skills that enable them to establish rewarding relationships with diverse individuals and groups.

**7. CLASS HOURS:**

		Minimum STD Hrs	Maximum STD Hrs	Minimum Hrs	Maximum Hrs
Lecture Hrs:		0.5	0.5	9	9
Lab Hrs:		0	0	0	0
Totals:	Lecture	0.5	0.5	9	9
	Lab	0	0	0	0
	<b>Total</b>	<b>0.5</b>	<b>0.5</b>	<b>9</b>	<b>9</b>
<i>Totals In Protocol:</i>	Lecture	0.5	0.5	9	9
	<b>Lab</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total</b>	<b>0.5</b>	<b>0.5</b>	<b>9</b>	<b>9</b>

**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):

CASAS ABE Level B - 200 – 220 (Recommended)

**COREQUISITES:**

Subject	Number	Course Title	Units	Validation Approval Date
		None		

**ADVISORIES:**

Subject	Number	Course Title	Units	Validation Approval Date
		None		

## 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.')
1. Social Diversity and Awareness in the Workplace.	2	Use social or cultural differences to help expand the concept of what is "normal" and uses this to generate new ideas.  Uses professionalism and interpersonal skills to establish rewarding relationships with diverse individuals and groups.
2. Stereotyping in the Workplace <ul style="list-style-type: none"> <li>• Definition of stereotyping</li> <li>• The dangers of stereotyping in the workplace</li> </ul>	2	Demonstrates sensitivity and respect towards others with diverse backgrounds and cultures both locally and globally.
3. Professional and Interpersonal Relationships with Diverse Individuals and Groups in the workplace	2	Respectful of differences in others' backgrounds and beliefs in local communities and the world at large.
4. Final Assessment New World of Work- Social Diversity and Awareness Assessment 1 and 2  <a href="https://www.youtube.com/watch?v=-m8wQ-zQgA4&amp;list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOEs6A&amp;index=2">https://www.youtube.com/watch?v=-m8wQ-zQgA4&amp;list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOEs6A&amp;index=2</a>  <a href="https://www.youtube.com/watch?v=0jSg0NaCWD8&amp;list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOEs6A&amp;index=3">https://www.youtube.com/watch?v=0jSg0NaCWD8&amp;list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOEs6A&amp;index=3</a>	3	Review the two Social/Diversity Assessment Videos and discuss option and the pros and cons of how the situations are handled
Total:	9	
Total Hrs In Protocol:	9	

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

COURSE CONTENT AND SCOPE - <b>Lab:</b> 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 - <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.')
Total:	0	
Total Hrs In Protocol:	0	

### 1. (cont'd) 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> ):
<a href="#">See SLO Addendum</a>		

## Essential Academic Skills: Reading and Communication

### 2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

- <https://www.newworldofwork.org/>

### 3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

- [Students will work on instructor-provided relevant reading materials.](#)

### 4. WRITING ASSIGNMENTS:

Writing assignments, **as required by Title 5**, in this course may include, but are not limited to the following:

Students will work in groups to review and write responses to different scenarios related to stereotyping in the workplace.

## Essential Academic Skills: Critical Thinking and Other Course Components

### 5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, **as required by Title 5**, that demonstrate critical thinking.

Students will use critical thinking skills to discuss New World of Work Social/Diversity Awareness "What Not to Do" <https://www.youtube.com/watch?v=w6UKcl6xusQ>

### 6. SELF-REFLECTIVE LEARNING:

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

[Reflect on the diversity in the workplace, including gender, sexual orientation, ethnicity, and age. Understand on how these differences can actually improve products, services, or work processes.](#)

### 7. COMPUTER COMPETENCY:

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

Students will be expected to be computer literate and be able to use all the web-based materials related to this course.

### 8. INFORMATION COMPETENCY:

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

[N/A](#)

## Evaluation and Instruction

### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

[This is a non-credit course. No homework is assigned.](#)

### 10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' 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):

[This is Non-Credit Course. Students are assessed for comprehension of material. No grades are given in the class. Progress indicators are issued for this class including Pass \(P\), Satisfactory Progress \(SP\), and No Pass \(NP\).](#)

## 11. METHODS OF INSTRUCTION:

Please Check All That Apply

- Discussion**
- Activity**
- Field Experience**
- Independent Study**
- Purposeful Collaboration**
- Other (Please Explain)**

## 12. SUPPLIES:

List the supplies the student must provide.

Three-ringed binder, USB Drive, paper, pens, pencils, highlighters, and access to internet.

## 13. DIVERSITY:

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

Classroom rules and content exercises are constructed considering sensitivity to cultural, gender, ethnicity, age, social economic status, sexual orientation, and religious preferences. They will also discuss the importance of developing an understanding of the cultural and sexual diversity in a work environment.

## 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: RELATIONSHIP TO COLLEGE PROGRAMS

1. **DEPT/DIVISION NAME:** Adult/Community Education & Workforce Development
2. **DEPT/DIVISION CODE:** 94
3. **SUBJECT CODE:**
4. **SUBJECT ABBREVIATION:** BSICSKL
5. **DEPARTMENT NUMBER (CB01):**
6. **COURSE TITLE (CB02):** 21<sup>st</sup> Century Employability Skills: Social/Diversity Awareness
7. **TOP CODE (CB03)** - (6 digits XXXX.XX):
8. **CREDIT STATUS (CB04):** N (noncredit)
9. **TRANSFER STATUS (CB05):** C – Not Transferable
10. **BASIC SKILLS (CB08):** (B = basic skills or N = Not a basic skills)
11. **SAM CODE (Student Accountability Model) (CB09):**
12. **COOPERATIVE WORK EXPERIENCE (CB10):** N (not part of a cooperative work experience educational program)
13. **COURSE CLASSIFICATION (CB11):** J

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).

14. **EDUCATIONAL ASSISTANCE CLASS INSTRUCTION (Approved Special Class) (CB13):** N

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

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15. **PRIOR TRANSFER LEVEL (CB21):**
16. **NONCREDIT CATEGORY (CB22):**
17. **FUNDING AGENCY CATEGORY (CB23):** Y (not applicable)
18. **PROGRAM STATUS (CB24):** 1 (program applicable)
19. **MATERIALS FEE:** None

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.

**20. SPECIAL CHARACTERISTICS CODE DESCRIPTOR:**

Check all boxes that apply.

- Learning Assistance
- Bilingual Education
- Convalescent Setting
- Correctional Facility
- Apprenticeship
- Persons with Substantial Disabilities
- Citizenship for Immigrants

**21. 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 who wish to improve their employability soft skills will benefit from this course.](#)

**22. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes****

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>)

[21st Century Employability Skills- Certificate of Completion](#)

**23. STATE COURSE ID:**

## Section IV: APPROVAL STATUS

### 1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input checked="" type="checkbox"/> <b>New Course</b>	College:	Board:	Effective Semester: Spring 2020	Effective Semester:
b.	<input type="checkbox"/> <b>Addition of Existing District Course</b>	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	College:		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> <b>Outline Update</b>	College:			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	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: **Beatriz S. Meza**

2. DEPARTMENT: **98**

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

Funds allocated for Adult Education / Basic Skills will be utilized.

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)

No

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

Hiring additional adjunct instructors

B. Classroom -- List classroom type needed:

Existing classrooms

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

Existing equipment

D. Supplies- List supplies and indicate dollar value:

No additional supplies

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.**

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

## Los Angeles Valley College SLO Addendum

Date: \_\_\_\_\_

Course Name and Number BSICKSL 112CE

Course Title 21st Century Employability Skills: Social Diversity /Awareness

**Course Objectives (as stated in the Course Outline of Record)**

- Social, Diversity and Awareness in the Workplace.
- Stereotyping in the Workplace
- Definition of stereotyping and the dangers of stereotyping in the workplace
- Professional and Interpersonal Relationships with Diverse Individuals and Groups in the workplace
- Final Assessment- New World of Work- Social Diversity and Awareness Assessment 1 and 2

**Please type all currently approved SLOs into the table below.**

<u>Course SLO Status</u> For each CSLO, indicate the status: <b>- Change SLO</b> <b>- Add SLO</b> <b>- Delete SLO</b> <b>- No Change</b>	<u>Course SLO</u> <b>One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course</b> <i>Finish the sentence, "At end of the course, the successful student will be able to... "</i>	<u>Assessment Method</u> <b>Major assignment, project or test used to demonstrate or apply outcome</b> <i>Remember to have a mix of qualitative and quantitative assessment methods.</i>	<u>Criterion Level</u> <b>Reflects satisfactory performance on the SLO</b> <ul style="list-style-type: none"> <li>• <i>At least X percent of students achieve this course SLO.</i></li> <li>• <i>All students achieve at least the Y level on this SLO.</i></li> <li>• <i>At least X percent of students achieve the Y level on this course SLO.</i></li> </ul>
Add SLO	At the end of this course students will be able to critique two videos that focus on diversity awareness in the workplace.	Quiz or Written assignments	At least 70% of the students assessed will achieve this outcome.

## Mapping to Program SLO and Institutional SLOs

Please indicate with an "X" in the appropriate boxes below, the Course SLO mapping to the corresponding Program and Institutional SLO(s).

Course SLO	Program SLO												Institutional SLO									
	1	2	3	4	5	6	7	8	9	10	11	12	A	B	C	D	E	F	G	H	I	
#1	X	X	X										X	X		X		X	X	X		
#2																						

### PROGRAM SLOs

### INSTITUTIONAL SLOs

A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

B. Communication: Effectively communicate thought in a clear, well organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

C. Quantitative Reasoning: Identify, analyze, and solve problems that are quantitative in nature.

D. Self-awareness/Interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.

E. Civic Responsibility: Apply the principles of civility to situations in the contexts of work, family, community and the global world.

F. Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs. Use competent technique in a musical performance.

G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

H. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

I. Aesthetics: Use multiple modes of inquiry and approaches to experience and to engage with the arts and nature; develop and express personal creative visions throughout all aspects of one's life

### Course SLO Acknowledgements

\_\_\_\_\_  
Division Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
SLO Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
VP of Academic Affairs (initial) and College President

\_\_\_\_\_  
Date