



Los Angeles Community College District

NON-CREDIT COURSE OUTLINE

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: New Course

- 1. COLLEGE: Valley
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): Vocational Education
3. COURSE NUMBER: 310 CE
4. COURSE TITLE: Customer Service J: Managing Change
5. CATALOG COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This noncredit open entry/open exit course is designed to provide the student with an understanding of change and the influence on individuals. Topics will include understanding change, reasons for resistance to change, paradigms and communicating change.

- 6. CLASS HOURS: Under "total hours per term," indicate the total number of hours the average student will need to complete the course objectives in section II. To determine the number of standard hours per week, divide the total hours by 18.

Table with 3 columns: Category, Total Hours per term, Standard Hours per week (total hours per term divided by 18 weeks). Rows include Lecture hours (9.00, 0.50), Lab hours (3.60, 0.20), and Total hours (12.60, 0.70).

- 7. LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None.

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

<p>COURSE CONTENT AND SCOPE – <b>Lecture:</b> Outline topics included in the lecture portion of the course, if applicable. <i>(Outline reflects course description, all topics covered in class)</i></p>	<p>Hours per topic</p>	<p>COURSE OBJECTIVES – <b>Lecture:</b> Upon successful completion of this course, the student will be able to... <i>(Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</i></p>
<p>Change A. Definition B. Experiencing more change today than ever before C. How change make us feel D. Attitude towards change</p>	2	<p>1. Identify feelings and or behavioral characteristics that result from change.</p> <p>2. List and define the four stages of change.</p> <p>3. Create hypothetical examples of change in the workplace, and recognize tactics that would most appropriately assist in coping with resistance.</p> <p>4. Define 'paradigms'.</p> <p>5. Explain the importance of the term "communication change".</p> <p>6. Distinguish between defensive and supportive climates.</p>
<p>Four stages of change A. Denial B. Resistance C. Exploration D. Commitment</p>	1	
<p>Resistance to change A. Reasons for resistance     - Politics and power strategies     - Misunderstanding and lack of trust     - Different assessments of the situation     - Fear     - To save face     - Why people resist change in the organization B. Tactics for dealing with resistance     - Education and communication     - Participation     - Facilitation and support     - Negotiation     - Co-operation     - Manipulation     - Coercion</p>	3	
<p>Paradigms A. Definition B. Old paradigms C. New paradigms D. Paradigms existing in the</p>	2	

workplace E. Why change paradigms  Communication change A. Tips for communicating change B. Steps to take when meeting with a group C. Avoid defensive communication D. Defensive vs. supportive climate E. How change is communicated in the organization	1	
Total <b>Lecture</b> hours	9	

COURSE CONTENT AND SCOPE -- <b>Laboratory:</b> Outline topics included in the laboratory portion of the course, if applicable. ( <i>Outline reflects course description, all topics covered in class</i> )	Hours per topic	COURSE OBJECTIVES – <b>Laboratory:</b> Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i> ) <sup>2</sup>
<b>Managing Change</b> -Use worksheet "What's Your Attitude Toward Change?" as assessment then do a flipchart discussion -Complete worksheet "What Changes Have you Experienced?" break into pairs and share the results then discuss as a group the results -Video "Celebrate What's Right with the World" then break into teams using flip chart to a list "What's Right" in their organization followed by discussion of results	3.6	Evaluate how to deal with changes in their life and their workplace
Total <b>Lab</b> hours	3.6	

**Bloom’s Taxonomy**

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
				create	choose
				set up	

<sup>2</sup> In general “activity” courses or portions of courses are classified a “laboratory.”

	report review tell	schedule shop sketch	criticize diagram inspect debate inventory question relate solve examine categorize	organize prepare	assess estimate measure
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**2. REQUIRED TEXTS:**

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

Instructor prepared material. Material is derived from Customer Service Academy prepared by the Workplace Learning Resource Center at Merced College.

**3. SUPPLEMENTARY READINGS:**

Reading assignments may include, but are not limited to the following:

None.

**4. REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

Out of class assignments may involve, but are not limited to:

Complete worksheet *Sixty-four Excuses for a Closed Mind* and discuss in class the results.

**5. SUPPLIES:**

List of supplies the student must provide:

None.

**6. METHOD OF INSTRUCTION** (select all that apply):

- (a)  Lecture, Demonstration
- (b)  Laboratoy
- (c)  Workshop
- (d)  Instructional Aide
- (e)  Lecture Series
- (f)  Computer Assisted

**7. 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):

Faculty to assess outcomes of individual and group competency by using tests, quizzes and rubrics.

## 8. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

N/A

## 9. COMPUTER/INFORMATION COMPETENCY:

If applicable, explain how computer/information competency is infused into the course.

N/A

## 10. DIVERSITY:

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

The instructor will provide lessons and information on how to be conscientious and sensitive to cultural customs and values. The lesson will also include ways an employee can best serve the needs of a variety of cultures. Gender studies will also be included.

## 11. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) 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, ranks 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 Troubleshoots Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

## Section III: SUPPLEMENTAL COURSE INFORMATION

1. **ORIGINATOR:** Lennie Ciufu
2. **DEPARTMENT:** Continuing Education - 98
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 986
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: VOC ED
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum):

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

Skills or proficiencies are enhanced by supervised repetition and practice within class periods.

5. **COURSE CLASSIFICATION** (choose only one)

### Occupational

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."

6. **SAM CODE (Student Accountability Model)**  
(choose only one):

### C - Clearly Occupational

SAM Codes (see, CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

**Priority "A" – Apprenticeship:** Courses designed for an indentured apprentice, which must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.

**Priority "B" – Advanced Occupational:** Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" pre-requisites in the same program area.

**Priority "C" – Clearly Occupational:** Courses generally taken by students in the middle stages of their programs, which should be of difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills.

**Priority "D" - Possibly Occupational:** "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational Programs.

Priority "E" -- Non-occupational.

**BASIC SKILLS** -- Title 5, section 55502(d) defines "basic skills as "courses in reading, writing, computation, and English as a Second Language which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

No

7. **IS THIS COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES?**

No

## Section IV – CHANCELLOR’S OFFICE INFORMATION

1. **COLLEGE & COLLEGE CODE:** Valley -- 195296
2. **STATIC COURSE IDENTIFIER (Subject Code + Course Number):** Error! Reference source not found. 310 CE CE
3. **FTES (Previously ADA) ELIGIBLE AREA** -- Assign the code which describes the primary area in which the course is offered. For each area, specific TOP Codes must be entered. These codes are listed under each area as follows:

I -- Short-term Vocational Program with High Emplo

4. **TOP CODE – (6 digits XXXX.XX)** 0518.00

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://www.cccco.edu/cccco/esed/curric/curriculum.htm)

Category/TOP Code

Parenting TOP Codes: 13004.20, 1304.60, 1304.00-1304.20, 2107.10-2107.30

Elementary and secondary basic skills TOP Codes: 2107.70, 4930.00-4930.72

English as a second language TOP Codes: 4930.80-4930.89

Citizenship for immigrants TOP Codes: 4930.90

Education program for substantially handicapped TOP Codes: 4930.30-4930.33

Short-term vocational programs with high employment potential TOP Codes (Vocational)

Education programs for older adults. All TOP Codes:

Eligible courses for older adults may include offerings in the following subjects: Health, Consumer Resources, Self-Management and Entitlements, Therapy

Education programs in home economics TOP Codes: 1300.00-0808.00, 0808.20, 0835.10, 0837.00,1399.99, 0899.00, 1200.00-1299.99, 1305.30, 2101.20-2101.50, 2104.30,2107.40, 2107.80, 2102.60

Health and safety education TOP Codes: 0808.00, 0808.20, 0835.10, 0837.00, 0899.00, 1200.00-1299.99, 1305.30, 2101.20-2101.50, 2104.30,2107.40, 2107.80, 2102.60

5. **CERTIFICATION OF MUTUAL AGREEMENT –:** 2-vocational education course

Note: For items 1-3, the District must have a required annual update of certification of mutual agreement under Education code Sections 8512 and 8530-8534

6. **SPECIAL PROGRAM IDENTIFIER**-- Indicates course and section are part of a special program and the nature of that program: 0 -- Not Applicable
7. **PRIMARY METHOD OF COURSE EVALUATION:** 2-Objective Measurement of Knowledge
8. **TEACHING MATERIALS:** 3-Teacher-prepared materials

**9. METHOD OF INSTRUCTION** (select all that apply):

- (a)  Lecture, Demonstration
- (b)  Laboratory
- (c)  Workshop
- (d)  Instructional Aide
- (e)  Lecture Series
- (f)  Computer Assisted

**10. DEMONSTRATION OF NEED:** Identify the **primary** method used to determine the need for this course: **3-Survey of community and/or student needs or inte**

**11. COURSE OBJECTIVES** – From the list below, choose the three most important objectives of the course; however, other objectives may exist. No order of importance is requested and all three objectives may be chosen from any one group:

(a)2 (b) 11 (c)24

GENERAL KNOWLEDGE - BREADTH

THE FAMILIARITY WITH AN UNDERSTANDING OF FACTS AND PRINCIPLES ACROSS SEVERAL BROAD FIELDS.

- 01 Broad general theory in the discipline
- 02 Social attitudes in terms of the relationship of the individual student to the discipline.
- 03 Cultural knowledge relating the discipline to the culture.

**SPECIALIZED KNOWLEDGE – DEPTH**

- 11 Acquisition of essential abstract theory for the discipline.
- 12 Mastering of facts and basic principles of the discipline.
- 13 Knowledge of vocabulary and meaning of terms related to the discipline.

**SKILL DEVELOPMENT – APPLICATION**

- 21 Knowledge skills – The ability to relate general or specialized knowledge relevant to a problem and to implement a solution; also, the ability to locate, retain and apply relevant knowledge.
- 22 Critical thinking and reasoning skills – The ability to formulate and analyze problems and to employ rational processes to achieve increased understanding (e.g., the recognition of biased points of view in a speech or a book; the recognition of cause-and-effect relationships).
- 23 Creative skills – The ability to design, produce or otherwise bring into existence original perspectives, explanations and implementations (e.g., the production of unique communication; the development of an effective plan or solution to a problem or the creation of works of art).
- 24 Communication skills – The ability or competence to read, write, speak and listen, the ability to convey information, attitudes and emotions and the ability to receive an interpret communications. In addition, these skills encompass non-oral, communications.
- 25 Motor skills – The ability or competence in tasks requiring physical dexterity and skill.
- 31 Physical health – The physical well being of students.
- 32 Mental health – The mental well being of students.
- 33 Change/Stability – Attitudes toward new and different ideas, relationships, products or methods. The desire to introduce, avoid or be associated with changes.
- 34 Self-Concept – The feeling and acceptance of oneself as having basic worth and value.

## SECTION V: APPROVAL STATUS

### 1. APPROVAL STATUS:

- |   |                                 |                     |
|---|---------------------------------|---------------------|
| <input checked="" type="checkbox"/> New Course                | Board Approval Date:<br>6/18/08 | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date:          | Effective Semester: |
| <input type="checkbox"/> Course Change*                       | College Approval Date:          | Effective Semester: |
| <input type="checkbox"/> Outline Update                       | College Approval Date:          | Effective Semester: |

\* Complete Course Change form. Course changes require college approval; in some cases districtwide approval is also required. See, Administrative Regulation E-65, section 3(b) for details.

## Section VI: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(To be completed in consultation with Department Chair and the appropriate academic administrator)

1. **ORIGINATOR:** Lennie Ciuffo

2. **DEPARTMENT:** Continuing Education - 98

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 courses: 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** -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No

**5. METHOD OF SUPPORT** -- Indicate how the college plans to support the proposed course:

Additional staff needed: N/A

Classroom type needed: Traditional

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

N/A

Supplies needed: -- List supplies and indicate dollar value:

N/A

Library/Learning Resources -- List Library and Learning Resources needed, including the cost and funding source for needed resources:

No additional resources needed.

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 and Education Code requirements for Non-Credit Course.

We certify that the information and answers above properly represent this course.

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