

Board Approval: 08/19/2008

PCA Established:

DL Conversion:

Date Reviewed: Fall 2020

Catalog Year: 2021 - 2022

Allan Hancock College

Course Outline

Discipline Placement: None**Department:** Noncredit Education**Prefix and Number:** WKPR 7000**Catalog Course Title:** Planning Your Next Job/Career**Banner Course Title:** Planning Your Next Job/Career

Hours

Unit Type: Standard**Total Hours:** 0.0**Total Min Semester Contacts Hours for 16 weeks:** 2.000**Total Min Semester Contacts Hours for 18 weeks:** 8.000

Grading Method

Satisfactory Progress

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed for individuals who wish to explore new approaches to work and career opportunities. Students examine their work histories, identify marketable employment skills, and develop work-related goals.

Course Content

Lecture

Session I

- Building on the Past:
- Examining Work Histories
- Exploring New Directions: Developing Work-Related Goals

Session II

- Overcoming Barriers
- Making Choices: Analyzing Work and Personal Needs
- Action Planning: Creating a Plan for Today's Job Market

Course Objectives

At the end of the course, the student will be able to:

1. identify past experiences and accomplishments
2. build on strengths, interests, and values to explore new directions
3. make choices that take their life and/or work needs into consideration
4. create a plan for competing in today's job market

Methods of Instruction

- **Lecture**

Methods of instruction include feedback, group discussion, role play, team and individual exercises, and video.

Assignments

- Group discussions, team and individual exercises.

Methods of Evaluation

Through completion of team and individual exercises, students and instructors will have tangible documentation that objectives have been accomplished, i.e. lists of accomplishments, strengths, interests, job goals, and job market.

Texts and Other Instructional Materials

Adopted Textbooks

None

Supplemental Texts

None

Instructional Materials

1. Handouts, flip charts and flip chart paper, television and vhs/dvd player.

Student Learning Outcomes

1. Analyze and evaluate job-related experience, strengths, and life and work goals to create an appropriate job search plan.
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Distance Learning

Delivery Methods

- ERT

Instructor Initiated Contact Hours Per Week: 2.000

Contact Types

1. Other (please specify)
 - Email Communication (group and/or individual communications)
 - Instructor consultations for additional student support.
 - Audio/videoconferencing (Zoom, Cranium Cafe), etc.
 - Instructor initiated contact hours per week: 2-4 hours

Adjustments to Assignments

Email to send students handouts, links, and other related information.
Materials posted in Google classroom and/or Canvas.

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

- **Images, graphs, charts or animation.** A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
- **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
- **Documents and other learning materials.** [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider

using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

- **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas.](#)
- **Outside webpages and links**
- **Ensure that all webpages meet 508 standards by testing through Cynthia Says.** Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
- **Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.**
- **Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.**
- **Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)**
- **Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.**
- **Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.**
- **Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP). NOTE: At this time, there are no identified aspects of the course that cannot be made accessible to students with disabilities.**

Inform Students

The college learning management system would provide up to date information regarding the course.

Additional Comments

None

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