LGBTN 600 - LGBT Community Awareness for the Workforce Course Outline

Approval Date:
Effective Date: 01/20/2016

SECTION A

Unique ID Number	CCC000564482
Discipline(s)	Education
Division	Career Education and Workforce Development
Subject Area	LGBT - Noncredit
Subject Code	LGBTN
Course Number	600
Course Title	LGBT Community Awareness for the Workforce
TOP Code/SAM Code	1305.00 - Child Development* / C - Occupational
Rationale for adding this course to the curriculum	There are many public and private industries and companies in the region that support and service individuals and families in the LGBT community. The Napa Valley attracts 4 million plus tourists each year. The Napa LGBTQ Connection has identified that the region's workforce (public and private) is in need of training for their employees on how to better understand the LGBT community both to support members of the workforce and customers.
Units	0
Cross List	*N/A*
Typical Course Weeks	1

Total Instructional Hours

	Contact Hours
Lecture	2.00 to 8.00
Lab	0.00 to 0.00
Activity	0.00 to 0.00
Work Experience	0.00 to 0.00
Outside of Class Hours	4.00 to 16.00
Total Contact Hours	2.00 to 8.00
Total Student Hours	6.00 to 24

Open Entry/Open Exit	No
Maximum Enrollment	
Grading Option	Non-credit Course
Distance Education Mode of Instruction	

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability	May be repeated 99 times
Catalog Description	This course provides a variety of topics for members of the public and private workforce on how to better understand and serve individuals and families in the lesbian, gay, bisexual, and transgender community.
Schedule Description	

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Understand identities related to sexual orientation and gender identity.
B. Identify best practices for supporting and serving individuals and families in the LGBT community.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Identify terms of identity used by members of the LGBT community.
B. Discuss challenges commonly encountered by various age groups within the LGBT community.
C. Understand historical events that shape attitudes, stereotypes, and beliefs about individuals and families in the LGBT community.
D. Identify strategies and "best practices" for supporting and serving individuals and families in the LGBT community.
E. Understanding LBGT identities in the workplace and best practices for supporting the LBGT community in the workplace.
F. Identify local, state, and federal laws related to employment protection for LGBT people.
G.

3. Course Content

1. Differences between sexual orientation and gender identity.
2. Appropriate terms used to identify sexual orientation and gender identity.
3. Challenges faced by LGBT youth in the 21st century.
4. Challenges faced by LGBT seniors in the 21st century.
5. Strategies for serving and supporting families with members of the LGBT community.
6. Workplace laws related to sexual orientation and gender identity.
7. Historical events impacting and relating to the LGBT community.
8. LGBT people in the work place.
9. Employment law and protections related to sexual orientation and gender identity.

4. Methods of Instruction:

Discussion: Small group discussion
Field Trips:
Lecture:
Projects: Small group research and presentations
Visiting Lecturers:
Other: Role play scenarios

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes -- 1. Pre-course quiz 2. End of course quiz.

Non-credit Course

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Other Assignments
Variable by content.

1. Reading assignments from handout materials or articles provided by the instructor.
2. Small group discussion identifying terms used to identify LGBT people.
3. A scavenger hunt to locate historical locations of significance to the LGBT community.
4. Development of a role play scenario involving serving and supporting members of the LGBT community.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

B. Other required materials/supplies.

- Handout materials provided by the instructor