



GENERAL COURSE INFORMATION

Subject: NHDV
Course Number: 105
Descriptive Title: Introduction to Career and Life Planning
Course Disciplines: Education, Psychology, Counseling
Division: Behavioral and Social Sciences
Department: Human Development

Catalog Description:

This course is designed to assist students in transitioning from noncredit to credit courses and provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Topics include principles for career and life planning, strategies for decision-making, and job search techniques.

Topics will also include career information research, including job descriptions, work environments, employment opportunities, educational requirements, and potential earnings.

Conditions of Enrollment:

Recommended Preparation: English 1 OR ESL 52B AND ESL 53C

Course Length: Full Term

Hours Lecture (per week): 1
Hours Laboratory (per week): 0
Outside Study Hours: 2
Total Hours: 18

Course Units: 0

Grading Method: Pass/No Pass only
Credit Status: Non Credit

Transfer CSU: No **Effective Date:**

Transfer UC: No **Effective Date:**

General Education:
 ECC

Term: **Other:**

CSU GE:

Term: **Other:**

IGETC:

Term: **Other:**

OUTCOMES AND OBJECTIVES

A. Student Learning Outcomes SLOs(The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 College and Career Planning

Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans.

SLO #2 Aligning Personality Types and Work

Students will examine individual learning styles and personality types and assess how these relate to student success in college and careers.

SLO #3 Career Research and Resources

Students will be able to identify and utilize current career research tools and resources, in order to make informed decisions related to career planning.

B. Course Objectives (The major learning objective for in this course are listed below)

Course Objectives:

1. Identify theories of human and career development as they relate to career and life planning
2. Distinguish individual differences in personality traits and characteristics.
3. Examine and match core values, skills, personal interests and personality styles to career choices.
4. Evaluate and compare personality traits and assess their relationship to work environments, communication and learning styles.
5. Utilize career research resources to investigate job descriptions, work environments, employment opportunities, educational requirements, and potential earnings.
6. Identify psychological, sociological, and physiological influences on decision- making.
7. Apply decision-making models and strategies for determining wise choices.
8. Evaluate career options in a diverse and changing society.
9. Develop a career and life plan that identifies long and short-term goals.
10. Identify the characteristics of an effective resume and create a professional resume.
11. Describe the components of the interviewing process and perform an effective interview.

OUTLINE OF SUBJECT MATTER

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

- I. Introduction and Overview of Career and Life Planning (3 hours, lecture)**
 - A. Theories of Human and Career Development
 - B. Career Development Across the Life Span
 - C. Factors Influencing Career Satisfaction

- II. Self-Awareness (4 hours, lecture)**
 - A. Assessment of Personality Traits and Characteristics
 1. Identification of Skills, Strengths, and Interests
 2. Clarification of Work Values
 3. Influence of Personality Traits on Communication and Learning Styles

- III. Information Gathering and Research (4 hours, lecture)**
 - A. Career Research Tools
 1. Campus-Based Career Resources
 2. Web-Based Career Resources

 - B. Informational Interviewing

- IV. Decision Making Process (4 hours, lecture)**
 - A. Psychological and Sociological Factors Influencing Career Choice
 - B. Models for Decision Making
 - C. Strategies for Personal and Career Success Across the Life Span
 - D. Identification of Career Options and College Majors for a Diverse Work Environment

- V. Career and Life Action Plan (3 hours, lecture)**
 - A. Integration and Analysis of Personality Profile, Career Research, and Decision Making
 - B. Short-Term and Long-Term Goals
 - C. Resume Writing and Interviewing Skills

Total Lecture Hours: 18
Total Laboratory Hours: 0
Total Hours: 18

PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

In a two-page typed essay, analyze each of the four colors in the *True Colors Personality System*. Describe your True Colors spectrum associated with your personality type. This description must include examples of beliefs and behaviors associated with your primary and secondary types. Identify personal characteristics, traits, and transferable skills for career success.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Research careers and college majors by utilizing campus and online resources. In a three- to five-page essay, complete an in-depth analysis of five occupations by reporting on the following: required skills, abilities, and knowledge; duties and responsibilities; work context and values; required education and training; expected earnings; and projected labor trends for the immediate future (the next 1-5 years) and in the long term (the next 5-10 years).

Identify specific sources and references used to conduct your research.

Critical Thinking Assignment 2:

Conduct an informational interview with a professional employed in a career of your interest. In a two-page typed essay, provide a description of this professional's career path, typical workday, qualifications, work environment, opportunities for advancement and professional development, and assessment of the job market. Based on what you learn, evaluate the career as it compares to what you have learned about your personality traits, work values and career goals.

D. Other Typical Assessment and Evaluation Methods

- Essay Exams
- Journal kept throughout course
- Objective Exam
- Term or Other Papers
- Written Homework

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

INSTRUCTIONAL METHODS

Group Activities
Guest Speakers
Lecture
Multimedia presentations
Role play/simulation

WORK OUTSIDE OF CLASS

Journal (done on a continual basis throughout the class)
Required Reading
Study
Written Work (Such as essay/composition, report, analysis, research,)
Answer Questions

TEXTS AND MATERIALS

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Sukiennik, Bendat, Raufman. ed. Prentice-Hall, 2019. The Career Fitness Program: Exercising Your Options. 11th

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

C. Required Supplementary Readings

D. Other Required Materials

CONDITIONS OF ENROLLMENT

- A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite:

Category:

Requisite course(s): List both prerequisites and corequisites in this box.

Requisite and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s).**

- B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite:

Requisite and Matching Skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**

Employ strategies to interpret college-level reading related to cognitive, psychological, social and physical factors influencing success in college and in life.

ESL 52B - Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.

ENGL 1 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

Apply critical thinking skills and appropriate strategies in the writing process in order to compose, revise and edit journals, written homework, essay exams and papers.

ENGL 1 - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

ESL 53C - Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.

- C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite course: English 1 OR ESL 52B AND ESL 53C

Requisite and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s).**

Employ strategies to interpret college-level reading related to cognitive, psychological, social and physical factors influencing success in college and in life.

ESL 52B - Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.

ENGL 1 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

Apply critical thinking skills and appropriate strategies in the writing process in order to compose, revise and edit journals, written homework, essay exams and papers.

ENGL 1 - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

ESL 53C - Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Juli Soden

Date: 03/07/2019

Board Approval Date: 04/15/2019

Last Board Approval Date: 01/19/2021

Last Reviewed and/or Revised by: Juli Soden

Date: 11/10/2020