



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	554
Descriptive Title:	High School Planning for Academic and Career Success
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This high school level course covers successful methods for improving academic and career strategies and skills. It is a survey of educational and occupational opportunities and requirements. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0 units
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

Other:	
Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of this course, students will be able to: 1. analyze resources to determine strategies and skills needed to create a successful educational plan of study to complete a high school diploma. 2. create an individualized educational plan of study for successful transfer to college using various resources. 3. analyze skills and interests needed to support a successful career plan.
Course Objectives:	1. Determine strategies and skills needed for success in adult high school and college preparation. 2. Create an outline of short term and long-term goals for success "earning a high school diploma" or "in a high school diploma program." 3. Explain the importance of listening, interpersonal, goal setting, and decision-making skills. 4. Determine interest in college programs and career paths. 5. Appraise individual skills and interests through personality inventories and transferable skills assessment. 6. Develop an academic portfolio. 7. Create an individual educational plan reflecting personal skills and interests that will lead to completion of a high school diploma and college preparation. 8. Identify values that are important in making a career choice. 9. Examine the relationship between education and making a career choice. 10. Identify potential personal challenges. 11. List a network of resources and educational links to support a career plan. 12. Develop an individualized career plan based on emotional intelligence, skill strengths, and interests.
Major Topics:	Note that this is high school level content: I. Student success strategies and skills A. Setting goals and nurturing change 1. Personal strengths and weaknesses 2. Interests, skills, talents and strengths B. Self-management skills and tools

1. Improving communication
 2. Expand aptitude for critical thinking
 3. Plan time to reduce stress
 4. Build reading and comprehension skills
 5. Assess transferable skills
- C. Improve study skills
1. Note-taking and test-taking skills
 2. Time management
 3. Setting reasonable goals
- D. Attitude for success
1. Visualization
 2. Overcoming barriers
 3. Creating realistic objectives

II. Academic planning

- A. Creating a mission statement
- B. Developing a strategic plan
- C. Selecting goals
1. Defensive and offensive goals
 2. Short- and long-term goals
 3. Analyzing benchmarks
- D. College Planning
1. Community colleges
 2. CSU/UC
 3. Private colleges/universities
- E. Evaluating progress
1. Reality checks
 2. Strategic plan revision

III. Career planning

	A. Strategies for Success 1. Assessments tools: Myers-Briggs, emotional intelligence assessment tests 2. College services B. Job-searching techniques 1. Assess interests and plan for a career 2. Research occupations: narrowing career fields 3. Utilize the college career center 4. Job interest related activities a. Mentoring b. Internships, job shadowing, and other work-based learning experiences c. Informational interviews C. Community and Online Resources 1. Career clusters 2. California Career Zone D. Other Resources 1. College career day/job fair 2. Guest speakers and panels
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Interview a business owner in your community. Ask the business owner to discuss interviewing methods. What qualities and qualifications need to be identified in a hireable job applicant? What specific types of questions does the interviewer ask, and what questions does the interviewer appreciate being asked by an applicant? Include any other relevant information you collected. Write your findings in a 1–2-page report with proper MLA format.

Critical Thinking Assignment 1:	After watching an online video of a job interview, 300–400-word essay discussing successful interview tips. Focus on advice that could have improved the interview. Discuss physical presence and appearance, attitude, comfort level, and the manner in which the job applicant answered questions.
Critical Thinking Assignment 2:	Go to the California Career Zone website and complete the Interest Profiler assessment. Once you complete the assessment, your results will show you occupations that might interest you based on your responses to the assessment. Pick one of the occupations for further research. Then, write a 1-page essay outlining what you have learned about the occupation.
Other Evaluation Methods:	Essay Exams, Journal kept throughout course, Multiple Choice, Objective Exam, Quizzes, Written Homework
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study
If Other:	
Up-To-Date Representative Texts:	Ellis, Dave. <i>Becoming a Master Student</i> , 16th edition. Cengage, 2018. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
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).	
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Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
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course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	04/15/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/06/2026
Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026