COURSE OUTLINE

Student Development 125 Career Planning

I. <u>Catalog Statement</u>

Student Development 125 provides students with an opportunity to learn more about themselves, apply decision-making skills to the world of work. Students will explore career goals by assessing and analyzing personal values, majors and/or training requirements, skills, interest and temperament styles and relate them to career goals. Students will utilize a variety of class activities, access computerized information databases and research resources in order to appropriately synthesize career information into a career plan.

Units -1.0 Lecture Hours - 1.0

Prerequisite Skills: None

II. Course Entry Expectations

Skills Level Ranges: Reading 4; Writing 4; Listening-Speaking 4; Math 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the students will be able to:

- 1. identify important values, skills and interests;
- 2. identify skills possessed and those to be developed;
- 3. demonstrate understanding of temperament/personality type and characteristics and how they relate to occupational choice;
- 4. compare and contrast characteristics of at least two occupations related to career preferences;
- 5. select a tentative career goal compatible with one's values, personality, skills, interests, and goals;
- 6. identify and use a decision-making model to focus on occupational choices;
- 7. use the Career Center resources available for research and the important sources of labor market information (reference books, computer databases, etc.);
- 8. evaluate appropriate outside career resources;

IV. Course Content

A. Career and life planning

2 hours

- 1. Life-long process as interrelated with education and leisure
- 2. Goal setting
- 3. Stereotypes and barriers
- 4. Occupational and work trends in society
- B. Self-assessment discussion, interpretation and application

of the following:

9 hours

- 1. Work values
- 2. Interests
- 3. Abilities and aptitudes
- 4. Temperament and personal preferences
- 5. Transferable skills
- C. Occupational research methods

3 hours

- 1. Evaluating labor market comparisons
- 2. Use of computer-assisted interactive and data base systems
- 3. Understanding the importance of informational interviews
- 4. Experiential Education/Internships
- D. Decision-making process

2 hours

- 1. Ranking needs, using critical and creative thinking
- 2. Generating alternatives and options
- 3. Synthesizing information
- 4. Evaluating outcomes

V. Methods of Presentation

The following instructional methodologies may be used in the course:

- 1. Classroom lectures;
- 2. Group discussion, class activities and peer analysis;
- 3. In-class assignments and homework review;
- 4. Interpretation of testing results and explanations;
- 5. Research and computer-assisted learning.

VI. Assignments and Methods of Evaluation

- 1. Completion of all standardized inventories and surveys.
- 2. Class attendance and classroom participation.
- 3. Information interview oral report to the class.
- 4. Completion of all in-class handouts, homework and exercises.
- 5. Research occupation(s) and analyze suitability.
- 6. Compile a notebook of all completed materials.
- 7. Comprehensive written final exam/final essay demonstrating a synthesis of all self-assessment material resulting in a plan of action.
- 8. Class room presentations.

VII. Textbooks

Sukiennik, Bendat and Raufman. The Career Fitness Program.

Scotsdale: Gorsuch/Scarisbrick Publishers: 2007

12th Grade Textbook Reading Level. ISBN: 0-13-170294-7

Bolles, Richard. What Color is Your Parachute?

Berkeley: Ten Speed Press: 2010

11th Grade Textbook Reading Level. ISBN: 1-607740109

VIII. Student Learning Outcomes

- 1. Student will be able to identify important Values, Skills, and Interests.
- 2. Student will be able to demonstrate understanding of temperament/personality type and characteristics and how they relate to occupational choice.
- 3. Student will be able to utilize the Career Center resources available for research.