COURSE OUTLINE
Revision: Teri Eguchi and Don Howard, February 2008

DEPARTMENT: Counseling
CURRICULUM: Human Development
COURSE TITLE: Career Planning
COURSE NUMBER: HDC 100
TYPE OF COURSE: Academic Transfer/Elective
COURSE LENGTH: 1 quarter
CREDIT HOURS: 2
LECTURE HOURS: 22
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: COMPASS: W=68 & R=81
(Or Instructor’s Permission)

COURSE DESCRIPTION:
Introduces a systematic approach to help the individual gain a better understanding of self relating to occupational interests and goals. Includes testing and discussions of values, interests and skills.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively to learn career-related topics covered. Speak and write effectively for career-related purposes.
2. Human Relations – Recognize the diversity of cultural influences and values related to careers.
STUDENT LEARNING OUTCOMES ADDRESSED: (cont.)

3. Critical Thinking and Problem Solving – Think critically in evaluating information and making decisions related to majors and careers.
4. Technology – Select and use appropriate technological tools for career-related tasks.
5. Information Literacy – Access and evaluate information from a variety of sources, including technology. Use information to achieve career goals.

GENERAL COURSE OBJECTIVES:

At the end of the course the successful student will possess the competencies below:

1. Knowledge of the importance of self-concept.
2. Understanding developmental changes and transitions.
3. Skills to enter and participate in education and training.
4. Skills to participate in work and lifelong learning.
5. Skills to locate, evaluate and interpret career information.
6. Skills to prepare to seek, obtain, maintain and change jobs.
7. Understanding how the needs and functions of society influence the nature and structure of work.
8. Skills to make career decisions.
9. Understanding the impact of work on individual and family life.
10. Understanding the continuing changes in male and female roles.
11. Skills to make career transitions.

TOPICAL OUTLINE: 

<table>
<thead>
<tr>
<th>I. Course Introduction</th>
<th>APPROX. HOURS</th>
</tr>
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<tbody>
<tr>
<td>II. Occupational Exploration</td>
<td>2</td>
</tr>
<tr>
<td>A. Occupational Awareness (Major Occupational Groups)</td>
<td></td>
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<tr>
<td>B. Current Labor Market Trends (National, State &amp; Local)</td>
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<td>C. Career Information Resources</td>
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<tr>
<td>III. Educational Exploration</td>
<td>3</td>
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<tr>
<td>A. Relationship between Occupations and Education &amp; Training</td>
<td></td>
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<tr>
<td>B. Education and Training Information Resources</td>
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TOPICAL OUTLINE: (cont.)

IV. Self Assessment and Self Knowledge 10
   A. Assessment of Interests
   B. Relationship between Interests And Occupations
   C. Assessment of Personality
   D. Relationship between Personality and Occupations
   E. Assessment of Skills
   F. Relationship between Skills and Occupations
   G. Assessment of Values
   H. Relationship between Values and Occupations
   I. Assessment of Personal Resources (e.g., time, money, energy level, human support systems)
   J. Relationship between Personal Resources and Occupations
   K. Diversity

V. Career Decisions 3
   A. General Decision-Making Strategies
   B. Synthesis of Decision-Making Strategies, Occupational & Educational Exploration and Self Knowledge

VI. Career Plan 2
   A. Written and Oral Career Plan
   B. Timetable for Implementing Career and Educational Decisions

Total hours: 22

REVISED BY: Teri Eguchi and Don Howard
DATE: February 2008

HDC 100
### Course Prefix and Number: HDC 100
### Course Title: Career Planning

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>1-11</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td>1-11</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
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<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
<td></td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<tr>
<td>SLO 3.2</td>
<td>2,9</td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<tr>
<td>SLO 4.1</td>
<td>1,7,8,9</td>
<td>Critical Thinking and Problem Solving -</td>
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<tr>
<td>SLO 5.1</td>
<td></td>
<td>Technology - Select and use appropriate technological tools</td>
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<td>SLO 6.1</td>
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<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<tr>
<td>SLO 6.2</td>
<td></td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<tr>
<td>SLO 6.3</td>
<td></td>
<td>Personal Responsibility - Take pride in one's work</td>
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<td>SLO 6.4</td>
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<td>Personal Responsibility - Manage personal health and safety</td>
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<tr>
<td>SLO 6.5</td>
<td></td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td>3,4,5,6,8</td>
<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td>3,4,5,6,8,11</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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</tbody>
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**PREPARED BY:** Stephen Coates-White  
**DATE:** July 17, 2008