



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Human Development 105  
**Descriptive Title:** Career and Life Planning  
**Course Disciplines:** Education or Psychology or Counseling  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques and decision-making strategies. Emphasis will be placed on awareness of psychological, sociological satisfaction, and physiological factors related to career and life.

**Conditions of Enrollment:**

**Recommended Preparation:** English 84 or English as a Second Language 52B AND English A or English as a Second Language 53C

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>1.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>1.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: 10/28/1989  
**Transfer UC:** No

**General Education:**  
**El Camino College:**

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**CSU GE:**

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**IGETC:**

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## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. College and Career Planning: Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans.
2. Learning Styles and Personality Types: Students will examine individual learning styles and personality types and assess how these relate to student success in college and careers.
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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify theories of human and career development as they relate to career and life planning.  
Objective Exams
2. Distinguish individual differences in personality traits and characteristics.  
Written homework
3. Examine and match core values, skills, personal interests and personality styles to career choices.  
Term or other papers
4. Evaluate and compare personality traits and assess their relationship to work environments, communication and learning styles.  
Journal (kept regularly throughout the course)
5. Identify psychological, sociological, and physiological influences on decision making.  
Journal (kept regularly throughout the course)
6. Apply decision-making models and strategies for determining wise choices.  
Essay exams
7. Research, analyze and evaluate occupational information resources.  
Term or other papers
8. Evaluate career options in a diverse and changing society.  
Written homework
9. Develop a career and life plan that identifies long and short-term goals.  
Term or other papers
10. Identify the characteristics of an effective resume and create a professional resume.  
Written homework

11. Describe the components of the interviewing process and perform an effective interview.  
Presentation

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction and Overview of Career and Life Planning A. Theories of Human and Career Development B. Career Development Across the Life Span C. Factors Influencing Career Satisfaction
Lecture	4	II	Self-Awareness 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
Lecture	4	III	Information Gathering and Research A. Career Research Tools 1. Campus-Based Career Resources 2. Web-Based Career Resources B. Informational Interviewing
Lecture	4	IV	Decision Making Process 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
Lecture	3	V	Career and Life Action Plan A. Integration and Analysis of Personality Profile, Career Research, and Decision Making B. Short-Term and Long-Term Goals C. Personal Mission Statement
Total Lecture Hours		18	
Total Laboratory Hours		0	
Total Hours		18	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

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 beginning with your primary color. This description must include examples of beliefs and behaviors associated with your primary and secondary colors. Identify your weaknesses and challenges associated with your third and fourth colors.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Research careers and college majors by utilizing the Career Center 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.
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  
Objective Exams  
Written homework  
Term or other papers  
Journal (kept regularly throughout the course)

#### V. INSTRUCTIONAL METHODS

Discussion  
Group Activities  
Guest Speakers  
Lecture  
Multimedia presentations  
Role Play  
Simulation  
Other (please specify)  
    Research

**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.**

**VI. WORK OUTSIDE OF CLASS**

- Study
- Answer questions
- Required reading
- Written work
- Journal
- Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 2**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

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

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Course Recommended Preparation or English-84	
Course Recommended Preparation AND English as a Second Language-52B	
Course Recommended Preparation or English-A	
Course Recommended Preparation English as a Second Language-53C	

**D. Recommended Skills**

<b>Recommended Skills</b>
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 84 -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 A - 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.

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Armando Ruiz on 05/01/1976.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 04/15/2019**

**Last Reviewed and/or Revised: Juli Soden  
18321**

**Date: 03/07/2019**