



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Human Development 115
Descriptive Title: Career Development Across the Lifespan
Course Disciplines: Education or Psychology or Counseling
Division: Behavioral and Social Sciences

Catalog Description:

This course offers a comprehensive approach to career development across the lifespan. Theories of career and life development provide a framework for understanding vocational choice, work satisfaction, and career transition. Psychological and sociological factors influencing education, career and personal decision-making, career assessment tools for identifying college majors and careers, as well as the knowledge, skills and personal qualities necessary for success in a diverse workplace will be discussed. The course also reviews changing global environments, labor market trends, career research, and job search strategies.

Conditions of Enrollment:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date: 12/16/2013**
Transfer UC: X

General Education:

El Camino College:
5 – Health and Physical Education
Term: Fall 2014 **Other:**

CSU GE:
E - Lifelong Understanding and Self-Development
Term: **Other:**

IGETC:

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. Students will apply active learning to research and evaluate educational and career options and develop a comprehensive career plan which incorporates consideration of life stages.
2. Students will exhibit critical thinking by articulating their interests, personality, skills and/or work values and integrating these with education planning and career decision-making for success in diverse work environments.
3. Students will develop interdependence and employ strategies for establishing effective and supportive relationships for effective decision making regarding career and life 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 and evaluate psychological and sociological influences on education, career, and personal decision-making.
 - Essay exams
2. Assess personal characteristics such as values, skills, interests, and personality and explain how they relate to education planning and success in diverse work environments.
 - Written homework
3. Compare and contrast positive and negative decision-making strategies and apply the principles of effective decision-making to the formulation of life goals.
 - Term or other papers
4. Examine trends and issues in the changing global workplace and appraise how they may affect career planning and occupational outlook.
 - Written homework
5. Identify, utilize, and evaluate face-to-face, print-based and electronic resources for educational and occupational information.
 - Term or other papers
6. Identify the components of a job search action plan, incorporating techniques for effective networking and for developing a professional cover letter and resume.
 - Written homework
7. Describe the components of the interviewing process and perform an effective interview.
 - Performance exams
8. Examine the knowledge, skills and personal qualities necessary for success in diverse work environments.
 - Term or other papers
9. Identify the physiological and psychological indicators of stress in the workplace and construct strategies for maintaining self-esteem and wellness.
 - Presentation
10. Identify opportunities for professional growth and develop an action plan for career advancement, reaching long-term goals and effective career transitions.
 - Term or other papers

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	2	I	Course Introduction and Overview A. Assessment of Career Awareness and Maturity B. Overview of Career Development C. Introduction of Campus Academic and Support Services D. Establishment of Course Learning Goals
Lecture	4	II	Theoretical Frameworks for Understanding Career Development Across the Lifespan A. John Holland: Theory of Vocational Choice 1. RIASEC Skills List and Their Impact on Career Development 2. Analysis of Transferable Skills B. Donald Super: Life Span, Life Space Theory 1. Stages of Personal Development 2. Career Development Tasks C. John Krumboltz: Social-Learning Theory 1. Influences on Career Decisions 2. Self-Observation and Strategies for Addressing Self-Defeating Beliefs
Lecture	4	III	Self-Awareness: Values Clarification A. Role of Self-Awareness in Career Satisfaction B. Abraham Maslow: Hierarchy of Needs C. Frederick Herzberg: Theory of Motivation D. Assessment and Clarification of Career Values E. Influence of Values on Career Development
Lecture	6	IV	Self-Awareness: Personality, Interests and Skills A. Understanding Personality B. Identification of Skills, Interests and Abilities C. Tools for Developing Self-Awareness 1. Self-Assessments 2. Online Resources
Lecture	6	V	Career Exploration A. Knowledge of the World of Work 1. Global Environments 2. Labor Market Trends 3. Technological Changes B. Occupational Research 1. Print and Electronic Resources 2. Information Interviews 3. Identification of Preferred Occupations 4. Internships and Volunteer Work
Lecture	4	VI	Decision-Making and Goal-Setting

			<p>A. Career Decision-Making</p> <ol style="list-style-type: none"> 1. Examination of Models for Decision-Making 2. Application of Decision-Making Models to Career Choice <p>B. Factors Affecting Vocational Choice and Opportunity</p> <ol style="list-style-type: none"> 1. Sociological 2. Psychological 3. Effective Problem-Solving <p>C. Goal Setting for Career Development</p> <ol style="list-style-type: none"> 1. Exploration of Models for Goal Setting 2. Applying Goal Setting to Career Development 3. Development of Action Plans
Lecture	6	VII	<p>Elements of an Effective Job Search Plan</p> <p>A. Effectively Employing Interdependence</p> <ol style="list-style-type: none"> 1. Principles of Networking and Mentoring 2. Professional Organizations 3. Job Search Professionals <p>B. Creating an Effective Resume</p> <ol style="list-style-type: none"> 1. Types and Purposes of Resumes: Chronological, Functional, Combination, Targeted 2. Elements of Resumes: Career Objectives, Education, Experience, Skills 3. Criteria for Assessing Resume Effectiveness <p>C. Developing a Competitive Job Application</p> <ol style="list-style-type: none"> 1. Cover Letter 2. Letters of Recommendation 3. Supporting Materials <p>D. Conducting Successful Employment Interviews</p> <ol style="list-style-type: none"> 1. Pre-Interview Preparation 2. Common Interview Questions 3. Strategies for Effective Interviewing 4. Interview Follow-Up
Lecture	4	VIII	<p>Career Success in Diverse Work Environments</p> <p>A. Aligning Personal Values and Workplace Values</p> <p>B. Adapting to Company Culture</p> <p>C. Effective Approaches to Cultural Difference</p> <p>D. Supporting Equal Opportunity in the Workplace</p> <p>E. Managing Organizational Change</p> <p>F. Compensation and Benefits</p> <p>G. Rights and Responsibilities in the Workplace</p>
Lecture	4	IX	<p>Stress and Time Management</p> <p>A. Effectively Using Time in the Workplace</p> <ol style="list-style-type: none"> 1. Models for Time Management 2. Time Management Tools 3. Managing Career and Life Balance <p>B. Stress Management</p> <ol style="list-style-type: none"> 1. Physiological, Psychological, and Behavioral Aspects of Stress 2. Positive Versus Negative Stress 3. Stress Reduction Strategies

Lecture	4	X	Developing Effective Communication Skills for the Workplace A. Elements of Effective Communication B. The Impact of Conflict on Performance C. Constructive Criticism and Performance Evaluation Feedback
Lecture	6	XI	Professional Growth and Career Life Plans A. Long-Range Career Planning 1. Elements of an Effective Career Life Plan 2. Building Capital Through Learning Opportunities 3. Revising Career Life Plans B. Lifelong Learning 1. Professional Development and Training 2. Continuing Education C. Community Involvement
Lecture	4	XII	Managing Career Transitions A. Career Change 1. Factors Influencing Career Change 2. Models for Effective Career Change B. Job Change and Promotion 1. Voluntary Job Changes 2. Unemployment C. Issues Related to Life Role and Life Stage 1. Retirement 2. Family and Community Responsibilities
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Using a model for creating an effective resume, identify and categorize your skills, abilities, education, experiences and accomplishments. Create a one-page professional resume.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Design and implement an information interview with a working professional, focusing on topics related to the course such as education, career choice, work history and goal-setting. In a three- to five-page essay, apply Super's Life Span, Life Space Theory to what you have learned about this professional. Discuss each of the vocational stages this professional has experienced, providing evidence from the interview. Predict what key issues this person will need to address in order to advance to the next vocational stage and recommend strategies for success.
2. Design a two- to three-page report focused on implementing an effective job interview in a chosen career. Incorporate research on common interview questions and considerations for presenting a professional appearance. After implementing a twenty-minute mock interview with a classmate, describe the behaviors you demonstrated that are consistent with effective interviewing. Identify

any weaknesses in your interviewing technique and develop a plan for improving those areas. Include in your report actions and timelines for following up professional interviews.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Essay exams
- Objective Exams
- Quizzes
- Reading reports
- Written homework
- Class Performance
- Term or other papers
- Presentation
- Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Lecture
- Multimedia presentations
- Role Play

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
- Skill practice
- Required reading
- Written work
- Journal
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Diane Sukiennik, Lisa Raufman, William Bendat. The Career Fitness Program: Exercising Your Options. 11th ed. Pearson, 2015.
Angela Duckworth, Grit: The Power of Passion and Perseverance. Scribner, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Supplemental readings may include but are not limited to print and electronic resources related to occupational research.

D. OTHER REQUIRED MATERIALS

Course requires that students maintain a portfolio consisting of career research, self-assessments, materials for an effective job search plan and a career life plan.

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

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.
ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Kristie Daniel-DiGregorio on 10/25/2013.

BOARD APPROVAL DATE: 12/16/2013

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by Yun Chu
18436

Date: September 4, 2019