

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	EDEV
Course Number:	121
Descriptive Title:	Career Preparation
Division:	Library and Learning Resources
Department:	Educational Development
Course Disciplines:	Special Education
Catalog Description:	This course assists students in selecting a career and developing effective job-seeking skills. Students will complete inventories for interests, personality, work values, and motivated skills and will then research various careers, including the education required. In addition, students will practice the steps needed to attain employment and will identify laws and agencies which protect the rights of the disabled in the workplace. Note: This course is appropriate for students with disabilities. This course is occasionally taught in American Sign Language and is designed for students who are deaf or hard-of-hearing.
Prerequisite:	None
Co-requisite:	None
Recommended Preparation:	Educational Development 140 and English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	None
Hours Lecture (per week):	3
Hours Laboratory (per week):	1
Outside Study Hours:	6
Total Course Hours:	72
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992; CSU-transferable:2015
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	
Term:	

Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Personal Profile Students will recognize and describe the connection between their personal profile (interests, values, skills/aptitudes, personality) and a viable career choice.</p> <p>SLO #2 Laws Students will identify the laws which pertain to the rights of the disabled in the workplace.</p> <p>SLO #3 Job Search Documents Students will prepare pertinent job-search documents.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and prioritize individual career abilities and skills, interests, personality traits, and work values. 2. Compare and contrast different career clusters. 3. Evaluate career preferences, including possible "trade-offs," such as the amount of preparation or education needed, risks (if any), and typical requirements, such as physical strength or endurance, willingness to relocate, etc. 4. Research academic and vocational career choices within a career cluster. 5. Evaluate various community employment resources. 6. Analyze effective job interviewing strategies. 7. Identify and utilize the elements of an effective cover letter, resume, and completed application forms, whether submitted online or in hard copy. 8. Describe legal employment rights under the Americans With Disabilities Act, sections 504 and 508 of the Vocational Rehabilitation Act, and the agencies which protect those rights.
Major Topics:	<p>I. EDEV 121 Requirements / Expectations of Students, Course Overview (8 hours, lecture)</p> <ol style="list-style-type: none"> A. Syllabus, attendance, punctuality, accommodations (if needed), textbook, supplies, independent and cooperative work, interaction with instructor and classmates, expectations of students for academic honesty, respect for diversity, and discretion with regard to classmates' self-disclosure of career decisions B. Rules for use of Computer Labs (on campus) and orientation to the ECC Career Center, including Eureka Software, recommended websites, etc,

- C. Purpose of career planning and the value of career decision-making skills across the lifespan: identifying and integrating all the major life roles valued by the decision-maker (the student) and identifying the "best fit" options for career development and employment
- D. The role of work in the hierarchy of human needs, as suggested by the motivational theories of Abraham Maslow and Frederick Herzberg
- E. Introduction to "trait and factor" theory: matching an individual's traits (personality, skills, values, interests, etc.) to the factors or demands of a career field or of a particular position within that field
- F. Overview of the "world of work," as per the framework of "Inner Heroes"(textbook) and/or the six "RIASEC" career clusters: Realistic, Investigative, Artistic, Social, Enterprising, Conventional
- G. Career goals, long-term and short-term objectives, timeline for education and employment, with consideration of other major life roles and of key players who may be impacted by the student's current and future career decisions
- H. Integration of disability-related concerns (if any) in the career decision process

II. Self-Analysis /Self-Assessment (6 hours, lab)

- A. Personality Inventory
- B. Aptitude and Motivated Skills Inventory
- C. Work Values Inventory
- D. Interests Inventory: standardized assessment as well as self-observation of leisure activities / hobbies.
- E. Physical ability and/or health status needed to meet the minimum qualifications for a job
- F. Leadership and teamwork role-play / simulation
- G. Self-appraisal of academic comfort level, as appropriate, vis a vis, the amount of schooling required and the availability / location of educational programs for a particular career

III. Other Key Factors Influencing Career Choice (6 hours, lecture)

- A. Consideration of disability in terms of its possible impact on performing the essential duties of a given position or career endeavor
- B. Understanding the accommodations process and the role of self-advocacy
- C. Recognizing the need for "universal skills," including technology, as per the SCANS Report of the U.S. Dept. of Labor
- D. Influence of family, culture, and community on career choices: balancing field independence with consideration of the needs of significant others
- E. Readiness for today's diverse workforce through the development of cultural awareness, respect, and competence

IV. Career Clusters: Job Analysis (10 hours, lecture)

- A. How the "world of work" is organized, as per the "Holland Hexagon RIASEC Clusters," as used by the U.S. Dept. of Labor's website, "onetonline.org," formerly known as *Dictionary of Occupational Titles*

- B. Job Title: qualifications, including any required license or credential, bonding or clearance, and the required education, as in coursework, a particular major (if any), degree, and/or certificate
- C. Work conditions and the "factors" of a job, including essential skills, time /schedule requirements, individual work and/or teamwork, amount of pressure, intrinsic and extrinsic satisfaction, etc.
- D. Self-employment vs. working for others
- E. Employment outlook, vis a vis, the overall economy and the anticipated growth or decline of a given industry, as per the *Occupational Outlook Handbook* of the U.S. Bureau of Labor Statistics
- F. Continuing education/training requirements, including skills for using current tools and/or updated computer technology
- G. Salary, benefits, advancement, whether based on job performance or on continuing education (or both)
- H. Types of employers: private sector, public sector (government), not-for-profit sector, and the impact of each on eligibility for employment, job security, retirement benefits, etc.
- I. Safety / environmental risks in the workplace, such as occupational hazards / industrial injuries, workplace violence
- J. Awareness of any Code of Ethics and/or professional organizations connected with a particular career field or position

V. Information Sources, On and Off Campus, for Potential Employment or Business Development (6 hours, lecture)

- A. Campus Career Center and Campus Library
- B. Job placement centers, such as "One Stop" Centers
- C. Unions or professional organizations associated with specific positions or career fields
- D. Small Business Development Centers (local offices of U.S. Small Business Administration)
- E. CA Employment Development Department
- F. Social Security Administration
- G. CA Department of Vocational Rehabilitation
- H. Centers for Independent Living Skills
- I. Networking for information and mutual support

VI. Career Decision-Making (6 hours, lecture)

- A. Decision-making methods: cognitive, affective, and intuitive
- B. Selecting a primary career goal
- C. Selecting an alternate or back-up career goal
- D. Living "as if" with either / both career options (simulations)

VII. Employment Application Resources for Specific Jobs (6 hours, lecture)

- A. Job placement offices, on and off campus
- B. Job recruitment / career fairs
- C. Internet postings or "job boards"
- D. Newspaper articles / advertisements
- E. Employment services for designated populations, such as Veterans' Administration

- F. Human Resources Departments
- G. Union or professional association publications / announcements, in hard copy or online
- H. Networking
- I. Informational interviewing

VIII. Americans With Disabilities Act and Other Relevant Laws (4 hours, lecture)

- A. Sections 504 and 508 of the Vocational Rehabilitation Act of 1973
- B. Title I of the Americans with Disabilities Act of 1990 and 2010
- C. Other legislation promoting Civil Rights
- D. Agencies for job development and employment-related rights for individuals with disabilities, such as the Dept. of Vocational Rehabilitation and "Ticket to Work" (government-funded), as well as Easter Seals and Jewish Vocational Services ("not-for profit" community agencies open to all ethnicities and backgrounds)
- E. Agency for redress: Dept. of Fair Employment and Housing (government-funded)

IX. Resumes (3 hours, lab)

- A. Goal of a resume
- B. Guidelines
- C. Resume formats and types, including safe, online resume submission

X. Effective Communication for Self-Promotion (3 hours, lab)

- A. Telephone and/or Email
- B. Self-promoting website
- C. Cover Letter
- D. Follow-up letter
- E. Thank you letter
- F. Acceptance letter or contract-signing
- G. Declining letter (if needed)

XI. Completing the Job Application (4 hours, lecture)

- A. Goal(s) in submitting a specific job application
- B. Guidelines for hard copy and online applications
- C. Job-application practice: compare / contrast job board postings and applications

XII. Developing Interview Skills (6 hours, lab)

- A. Setting goals for the interview
- B. Interview preparation, including rehearsal: awareness of attire, posture, body language, facial expression, eye contact, and style of speech
- C. Disclosing a disability and requesting accommodations
- D. Strategies for responding to interview questions, including sensitive or difficult questions; recognizing / deflecting illegal questions
- E. Interview types (Q & A, role-play or simulation, one-on-one or panel interviews, combination)
- F. Mock interviews (practice)

	<p>XIII. Job Offers (2 hours, lecture)</p> <ul style="list-style-type: none"> A. Evaluating job offers B. Negotiating, such as for salary, benefits, hours, location, etc. <p>XIV. That First Job in the Chosen Career Path (2 hours, lecture)</p> <ul style="list-style-type: none"> A. Succeeding at the first job B. Job retention and promotion strategies C. Understanding workplace culture and relationship boundaries D. Leveraging that first job to launch other career opportunities E. Maintaining a "work life--private life" balance F. Planning / saving early for eventual retirement
Total Lecture Hours:	54
Total Laboratory Hours:	18
Total Hours:	72
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Using the ECC Career Center, prepare a two-page written report on a career of choice, and present it orally to the class. Include the following topics: job title, <i>Dictionary of Occupational Titles</i> classification number and "RIASEC" clusters (found on website, www.onetonline.org), suggested personal characteristics, required education and training, typical work environment, required tools / technology (as appropriate), California pay-range, California employment outlook, benefits, risks (if any), and related occupations.
Critical Thinking Assignment 1:	In a one-page report, compare and contrast self-employment with working for others.
Critical Thinking Assignment 2:	In a four-page report, synthesize your personal profile assessment results (personality traits, work values, aptitudes/skills, interests), and correlate these results with the requirements (factors) of two possible career choices which you have researched in EDEV 121.
Other Evaluation Methods:	Class Performance / Role Play, Essay Exams, Fieldwork, Journal kept throughout course, Matching Items, Multiple Choice, Performance Exams, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Field trips, Guest Speakers, Lab, Lecture, Multimedia presentations, Role play /simulation
If other:	Internet Presentations / Resources, Focused research: Campus Career Center, Library, and other resources, In-class student reports, Informational interviews (typically conducted off- campus) reported orally in class.
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	Field research, such as a career informational interview, a visit to the CA Dept. of Vocational Rehabilitation or the Center for Independent Living.
Up-To-Date Representative Textbooks:	Kalil, Carolyn. <i>Follow Your Inner Heroes to the Work You Love</i> . DreamMaker Publishing, Inc., 2013. (Discipline Standard)
Alternative Textbooks:	Sukiennik, Diane and Lisa Raufmann. <i>Career Fitness Program: Exercising Your Options, 11th Edition</i> . Pearson, 2016 (Discipline Standard)

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).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	Educational Development-140 and English 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Comprehend college level textbook. ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>Computer literacy for online research and work-related documents. EDEV 140 - Demonstrate proper use of a computer keyboard and mouse (or appropriate alternative input device) to access the computer.</p> <p>EDEV 140 - Create, edit, save and print a Word document.</p> <p>EDEV 140 - Demonstrate knowledge of specific vocabulary terms related to computer literacy.</p> <p>EDEV 140 - Access the Internet; acquire appropriate information for a specific research project.</p>
Requisite Skill:	Eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>Comprehend college level textbook. ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts.</p>

Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Ray Lovell
Date:	03/19/1984
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Julia Land
Date:	10/26/2021
Last Board Approval Date:	12/20/2021