



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Degree Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: Personal Development
3. COURSE NUMBER: 20
4. COURSE TITLE: Post-Secondary Education: The Scope of Career Planning
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course provides the student with in depth career and life planning. Course content includes extensive exploration on one's values, interests and abilities; life problem-solving and self-management skills; adult development theory and the transitional changes that happen over the life span; self assessment including one's skills and matching personality with work environment. An intensive career investigation; decisionmaking, goal setting, networking and job search strategies, as well as resume writing and interviewing skills will also be addressed.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course provides the student with information regarding vocational and professional careers. Course content includes indentifying educational, personal and career goals.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 1997
OUTLINE APPROVAL DATE: 4/21/09

- 9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update: 4/09
Objectives Last Update: 4/09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Change in course description; UC; CSUGE Area E

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

| | "Standard Hours" per Week (based on 18 weeks) | Total Hours per Term (hrs per week x 18) | Units |
|------------------------------|---|--|-------|
| Lecture: | 3 | 54 | 3 |
| Lab/activity (w/ homework): | 0 | 0 | 0 |
| Lab/activity (w/o homework): | 0 | 0 | 0 |
| Total: | 3 | 54 | 3 |

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **None** (If Yes, complete information below)

| Subject | Number | Course Title | Units | Validation Approval Date (official use only) |
|---------|--------|--------------|-------|--|
| | | | | |

. Corequisite: **None** (If Yes, complete information below)

| Subject | Number | Course Title | Units | Validation Approval Date (official use only) |
|---------|--------|--------------|-------|--|
| | | | | |

. Advisories: **None** (If Yes, complete information below)

| Subject | Number | Course Title | Units | Validation Approval Date (official use only) |
|---------|--------|--------------|-------|--|
| | | | | |

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

| COURSE CONTENT AND SCOPE – Lecture: <i>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</i> | Hours per topic | COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) |
|--|-----------------|--|
| <ol style="list-style-type: none"> 1. Introduction to Career/Life Planning <ol style="list-style-type: none"> 1. Overview of Super's view on life/career 2. Personal Assessment and Interpretation 3. Identification of Life Stage and implications on career planning 4. Examination of the career exploration process 5. Clarifying “job” and “career” | 1 10 | <ol style="list-style-type: none"> 1. Examine individual decision-making process, identify psychological barriers to decision-making, and develop alternative strategies for success. 2. Demonstrate the ability to apply research skills to gather information about labor market, occupations and careers. 3. Research, assess and identify college majors appropriate for career decisions of interests. 4. Define adult developmental theory and explain the psychological, physiological, and environmental changes that impact a human being over the life span. |
| <ol style="list-style-type: none"> 2. Understanding Key Life Planning to achieve and maintain a healthy life style <ol style="list-style-type: none"> 1. Self Esteem Overview and Inventory 2. Occupational status and lifeline 3. Personal Development and Effective Goal Setting Strategies 4. Stress and Time Management Techniques 5. Definition of Personal Success 6. Learning Style Preference | 8 | <ol style="list-style-type: none"> 5. Identify individual personality type and explain the relation of personality and temperament to career planning. 6. Describe personality, values, and skills as they relate to human growth and life stage development. 7. Identify the psychological and sociological forces relating to diversity within the workplace as well as refine individual awareness of diversity. 8. Explain the key concepts of the decision-making process and develop a plan of action to achieve individual goals. |
| <ol style="list-style-type: none"> 3. Clarifying Values, Skills, and Abilities <ol style="list-style-type: none"> 1. Maslow's and Herzberg's Theories 2. Career Values Activities; including values checklist, card sort, work values inventory, and various other inventories 3. Identification of Functional and Transferable Skills 4. SCANS report and Skills for the workplace 5. Analysis and clarification of skills, values, and ability and the relation to career and life satisfaction | 7 | <ol style="list-style-type: none"> 9. Integrate the knowledge of self and the world of work by developing a short-term and long-term career and educational plan reflecting identified work related and core life values, skills, and interests related to emerging world of work. 10. Identify and demonstrate the components of a successful job search, including development of a resume and cover letter and modeling effective interviewing skills. |
| <ol style="list-style-type: none"> 4. Assessment of Interests, Personality and Temperament and their relation to career and life satisfaction | 8 | |

| | | |
|---|---|--|
| <ol style="list-style-type: none"> 1. Assessment and Interpretation of Myers-Briggs Type Indicator 2. Critical examination of personality preference and the implication for career and major choice 3. Verification of Type and summary of traits and personality 4. Investigation of Holland's Theory and Career Choice 5. Interpretation of RIASEC Skills List and relation to career satisfaction | | |
| <ol style="list-style-type: none"> 5. Decision-making and the process of goal setting <ol style="list-style-type: none"> 1. Examination of the significant components associated to decision-making 2. Exploration of the factors integral to goal setting 3. Analysis of social, economic, and cultural implications related to decision making and goal setting | 4 | |
| <ol style="list-style-type: none"> 6. Career Resources <ol style="list-style-type: none"> 1. Researching occupations through computer-based career information systems such as Eureka, Discover. 2. Career Information on the Internet 3. Examination of resources: Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide for Occupational Exploration and others 4. Informational Interviewing | 6 | |
| <ol style="list-style-type: none"> 7. Impact of Diversity in the Workplace <ol style="list-style-type: none"> 1. Identification of societal influences on career choice 2. Identification of personal beliefs and assumptions that will affect career choice 3. Recognition of cultural differences in the workplace 4. Evaluation of gender and ethnicity and the myths related to major and careers | 3 | |
| <ol style="list-style-type: none"> 8. Job Search Process <ol style="list-style-type: none"> 1. Examination of successful job search | | |

| | | |
|---|-----------|--|
| strategies | 2 | |
| 2. Exploration of effective networking skills | | |
| 3. Preparation in Resume writing | | |
| 9. Identification of successful interviewing skills | | |
| 10. Application of course content to a life-long process in a changing world. | 2.5 | |
| | 2.5 | |
| Total Lecture hours* | 54 | |

| | | |
|--|-----------------|---|
| COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>). | Hours per Topic | COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ² |
| | 0 | |
| Total Lab hours* | 0 | |

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

Bloom’s Taxonomy

| SIMPLE SKILLS <<----->> COMPLEX SKILLS | | | | | |
|--|----------------------|--------------------|-------------------|------------------|-------------------|
| | | | Critical Thinking | | |
| <u>Knowledge</u> | <u>Comprehension</u> | <u>Application</u> | <u>Analysis</u> | <u>Synthesis</u> | <u>Evaluation</u> |
| define | translate | interpret | distinguish | compose | judge |
| repeat | restate | apply | analyze | plan | appraise |
| record | discuss | employ | differentiate | propose | evaluate |
| list | describe | use | appraise | design | rate |
| recall | recognize | demonstrate | calculate | formulate | compare |
| name | explain | dramatize | experiment | arrange | value |
| relate | express | practice | test | assemble | revise |
| underline | identify | illustrate | compare | collect | score |
| | locate | operate | contrast | construct | select |
| | report | schedule | criticize | create | choose |
| | review | shop | diagram | set up | assess |
| | tell | sketch | inspect | organize | estimate |
| | | | debate | prepare | measure |
| | | | inventory | | |
| | | | question | | |

² In general “activity” courses or portions of courses are classified “laboratory.”

| | | | | | |
|--|--|--|--|--|--|
| | | | relate solve examine categorize | | |
|--|--|--|--|--|--|

- Course
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: PER DEV 20, Post-Secondary Education: The Scope of Career Planning ___
 Faculty/Staff Participants: Daniel Ortega, Instructor/Counselor; Reggie Morris, Chair

SLO Review, 6/1/09

| The student will... (outcome) | As measured by the following method.... (assessment strategy) | And, if applicable, scored by the following learning rubric. (provide attachment) | Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation) | Recommendations to improve teaching and learning. (modifications) |
|--|---|--|---|---|
| 1.be able to demonstrate how their personal values may affect their career decision making | Students will be given a number of values clarification exercises both in and outside of the classroom and will be asked to write an essay on their most important values and how it relates to their career decision making. After students have turned in essay assignment on values clarification they will be given a survey asking them to rate their learning and how clear they think their values are based on a likert scale. | Rubric | Fall 2009 | |

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

Values Assignment:

VALUES

Discuss your top three values and why they are important to you.

The essay needs to include the following:

How does each value reflect the person you are today or hope to be someday?

- What makes each value a “top” value?
- Where did these values come from?
- Why are these values important to you?
- Did these values play a role in your decision to come to college?
- What role does each of these values play in your future?

The essay should be **3 pages** in length (minimum). The essay is worth a total of 35 points. **You will be marked down for not addressing the points discussed above and for consistent grammatical/punctuation mistakes.*

Student rating rubric:

At the conclusion of the module on values clarification I would like for you to rate your learning using the following scale:

| <i>Learning Objective:</i> | Very Clear | Clear | Neutral | Unclear | Very Unclear |
|---|-------------------|--------------|----------------|----------------|---------------------|
| | 5 | 4 | 3 | 2 | 1 |
| Rate your ability to define and clarify your values. | | | | | |
| Rate your ability to explain how your values will affect your career decision. | | | | | |
| Rate your ability to identify the relationship between your values and the work you choose. | | | | | |
| Rate your ability to identify your values by evaluating your past decisions/actions. | | | | | |
| Rate your ability to provide an overview of self with those values you hold most important. | | | | | |

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Ellis, Dave; Becoming a Master Student; 11th edition, 2006
 Sukiennik, Diane, et al; The Career fitness Program Exercising Your Options, 8th edition, 2004
 Johnston, Susan M.; The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making; 4th edition, 2006
 Powell, Randall; Career Planning Strategies; 5th edition, 2004
 Los Angeles Southwest College Catalog; 2006-2007 (or current year)
 Yenna, Donna. Career Directions. 4th Edition, McGraw Hill, 2007

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Hecklinger and Black, Training for Life, 9th edition, 2006
 Sample assignment: Students read and complete personal values assessment

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

Sample assignments: 1) Write an autobiography including likes and dislikes
 2) Write an essay on adult and career development theory and how it affects personal career decision making
 3) Write a values clarification essay
 4) Write a career inventory report including a summary of career assessments

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

- 1) Job shadowing
- 2) Information Interviews
- 3) Career Center visit
- 4) Conducting outside research for career related projects (i.e. online, library, employment /career centers)
- 5) Reading outside articles, texts and resources to complete research assignment
- 6) Completing online career assessments

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

- 1) Critical examination of Personality Preference (MBTI assessment) and the implication for career and major choice as well as understanding how results apply to daily life, i.e., decision-making, receiving information, life style and obtaining energy
- 2) Critical reflection on mock interview, i.e., how they felt as the interviewer and interviewee and what they learned.
- 3) Career Information report comparing and contrasting and evaluating sources of information for potential users.
- 4) Analyzing , defining and understanding adult and career development theory through discussions and essay assignments

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

1. Participation as required by instructor to ensure progress in mastering course content and participation in classroom learning opportunities.
2. Oral and written reports and presentations to clarify personal awareness through self-assessment and career research, and to demonstrate decision making process to further career research.
3. Quizzes, tests, and final examination (culminating project) designed to assess students' ability to apply course content and show process of career development incorporating adult development theory and various resources and inventories which will guide development of short/long term career plans
4. Blue Book examinations.
5. Classroom projects to reinforce students' knowledge of workforce competencies and demonstrate the ability to apply the concepts through collaborative teamwork and individual self discovery to career life planning.
6. (All written evaluation components will be of sufficient length and complexity to require students to select and organize

ideas, to explain and support the ideas, and to demonstrate critical thinking skills).

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

1. Guest speakers invited to class to discuss RCC resources, career opportunities, job outlook and projections, to increase students' awareness of the world of work.
2. Showing of selected video/film presentations to cover key points leading to successful interviewing, winning resumes, and personal awareness necessary for career life-planning.
3. Cooperative/collaborative learning tasks to ensure students are provided opportunities to apply sound decision making, and utilizing analytical and evaluative skills to investigate career choices.
4. Presentation of lectures and discussions concerning factors that influence career life-planning.
5. Various inventories to identify personality preference, skills and values, interests, and abilities to increase personal awareness and integrate this knowledge to begin researching appropriate career paths.
6. Development of Student Educational Plan (SEP) which serves as a guide towards career goal.
7. Develop and assign web-based/web-enhanced/online/distance learning tasks/activities to enhance decision making and critical thinking skills as they apply to career planning.
8. Career Center visit.
9. Field visits.

9. SUPPLIES:

List the supplies the student must provide.

None

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

1. Students use computers to research assignments on career information using Eureka an other online resources
2. Students use computers when typing career reflection and research papers
3. Students go online to complete career assessments and some homework assignments

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

1. Researching occupations through computer-based career information systems such as Eureka, Discover.
2. Career Information on the Internet
3. Examination of resources: Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide for Occupational Exploration and others
4. Informational Interviewing

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

1. Impact of Diversity in the Workplace
2. Identification of societal influences on career choice
3. Identification of personal beliefs and assumptions that will affect career choice
4. Recognition of cultural differences in the workplace
5. Evaluation of gender and ethnicity and the myths related to major and careers
6. Career and educational choices are applicable to all genders and ethnicities.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.

- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **No**

- a. If yes, the course will be a **Not applicable** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

STAND-ALONE COURSE

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: **requested**
- b. UC **approval** date:
- c. Transferable to the California State University: **Yes**
- d. College **approval** date: 1990

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: **None**
- b. Date requested:
- c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: **E: Lifelong Understanding Self-Development**
- b. Date requested: 12/09 (PENDING)
- c. CSU **approval** date: **PENDING**

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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| | |
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- a. 2nd Area requested: **None**
- b. Date requested:
- c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: **None**
- b. Date requested:
- c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? **NO**

List college/university and the majors:

| College/University | Major(s) |
|--------------------|----------|
| | |

CAN NUMBER: **CAN SEQUENCE NUMBER:** **None**
CAN Approval -- Date requested: **Date approved:**

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **Counseling**
2. **DEPARTMENT/DIVISION CODE:** **09**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **719** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **PERSDEV**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **PERSDEV 020**
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Degree Applicable**

8. **CREDIT/NO CREDIT GRADING:** **No**

9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. TOP CODE – (6 digits XXXX.XX) 4930.10

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **E - Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|--|-------------------------------------|-----------------------|
| a. <input type="checkbox"/> New Course | . Board Approval Date: | . Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . College Approval Date: | . Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . College Approval Date: | . Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . College Approval Date: 4/21/09 | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – EXISTING COURSE

1. ORIGINATOR:

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **Personal Development** Number: **20**
Course Title: **Post-Secondary Education: The Scope of Career Planning**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

| <u>CRITERIA AND STANDARDS</u> Section 55002 | <u>RATING CRITERION</u> | |
|--|-------------------------|---------|
| | MET | NOT MET |
| Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission. | X | |
| Is taught by a credentialed instructor in the discipline. | X | |
| Is offered as described <u>in an outline in official college files</u> . That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students. | X | |
| Is taught in accordance with a set of instructional objectives common to all students. | X | |
| Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students. | X | |
| Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses. | X | |
| Treats subject matter with a scope and intensity which requires students to study independently outside of class time. | X | |
| Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled | X | |
| Requires the ability to think critically and to understand and apply concepts in order to participate in the course. | X | |
| Requires learning skills and a vocabulary appropriate for a college course. | X | |
| Requires the use of college level educational materials. | X | |

CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Daniel Ortega/Reggie Morris

Originator

04/20/2009

Date

Reggie Morris

Department/Cluster Chairperson

06/02/2009

Date

Linda Larson Singer

Articulation Officer

06/01/2009

Date

Earnestine Thomas-Robertson

Librarian

06/05/2009

Date

Patrick Jefferson

Dean (if applicable)

06/01/2009

Date

Linda Larson-Singer

Curriculum Committee Chairperson

04/21/2009

Date

Alfred Reed

Academic Senate President

06/03/2009

Date

Jack Daniels

Vice President, Academic Affairs

06/05/2009

Date