I. **OVERVIEW**

   The following information will appear in the 2009 - 2010 catalog

   **GUIDE-111 Career Awareness**
   
   **Materials Fee Required**
   
   Assists students in exploring career alternatives through development of skills necessary for the research, selection and planning of a life-long career. The role of attitudes, interests, values and skills will be addressed. Interests, aptitude and values tests may be used. Important aspects of occupational choice will be covered along with occupational information. An educational plan will be developed. Students must complete a conference with a counselor during the semester. Field trips are not required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**

   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

   **A. COURSE CONTENT**

   **1. Required Content:**

   A. Personal assessment (values, aptitudes, interests, skills, lifestyle preferences). This may include the use of test instruments.
   B. Approaches to career planning and decision-making.
   C. Occupational factors and socio-economic factors (hours, salaries, work environment, etc.)
   D. Labor market trends.
   E. Sources of occupational information.
   F. Decision-making skills.
   G. Educational planning
   1. Resources and services
   2. Educational alternatives and their requirements
      a. courses and prerequisites
      b. certificate, vocational and transfer programs
      c. graduation requirements
      d. transfer admission requirements
   3. Develop a detailed educational plan

   **B. HOURS AND UNITS**

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<th>INST METHOD</th>
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<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>18.00</td>
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<td>Lab</td>
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   **1 Units**

   **C. METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:

   1. Class lecture/discussions
   2. Classroom exercises
3. Audio-visual presentations
4. Guest speakers
5. Present a problem-solving approach to developing career alternatives and analyzing their merits.
6. Present research methods in relation to decision-making and critical analysis of career alternatives.
7. Supervised class projects (e.g. Career Center research)

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Daily or weekly reading assignments.
   b. Daily or weekly homework assignments.
   c. Daily or weekly research or career assessments.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking
   Students do research and write a report on a career of their choice to include education needed, beginning salary, expected job growth and the schools that offer that major.
   Students will examine and assess selected readings.
   Students will identify on-line resources such as csumentor, assist, ucop and others to use with their educational and career goals.
   Students will develop an educational plan based on their career goals.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

2. **Other**: EUREKA career descriptions
   Myers Briggs Type Indicator
   Strong Interest Inventory

III. **DESERVED LEARNING**

A. **COURSE GOAL**
   As a result of satisfactory completion of this course, the student should be prepared to:
   Identify the important variables to be considered when choosing a career, to include identifying the career, decision-making methods, gathering information about career choices and alternatives. Demonstrate the knowledge of MJC regulations, procedures, and curricula requirements including certificate, vocational degree, and transfer degree programs. Develop a detailed educational plan.

B. **STUDENT LEARNING GOALS**
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
a. Identify the important variables to be considered when choosing a career. (Students’ interests, values, skills/aptitude and life goals.)

b. Identify career planning and decision-making methods.

c. Analyze information about career choices and alternatives.

d. State the role of community colleges in the context of post high school educational opportunities.

e. Know MJC regulations, procedures, and curricula requirements including certificate, associate degrees, and transfer requirements.

f. Create and analyze educational goals in the context of life goals, abilities, interests, values, career choices, and alternatives.

g. Write a detailed educational plan.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class participation
2. Strong Interest Inventory
3. Myers Briggs Type Indicator
4. Problem-solving exercises
5. Written assignments and research
6. Educational planning worksheet

B. SUMMATIVE ASSESSMENT

1. Educational plan
2. Conference with counselor