

COURSE OUTLINE

Student Development 145 Achieving Academic and Career Success

I. Catalog Statement

Student Development 145 is a survey course designed to increase academic motivation and career success throughout the life span. The primary goal of this course is to examine how an individual's psychological, social, physical, and environmental factors impact academic achievement and personal life choices. Topics include learning theory, achievement motivation, identity development, critical thinking strategies, study and time management techniques, career exploration, decision making, and vocational planning.

Units - 3.0

Lecture Hours - 3.0

Recommended Preparation: English 190 or ESL 141.

II. Course Entry Expectations

Skills Level Ranges: Reading 3; Writing 3; Listening/Speaking 3; Math 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. apply techniques to conceptualize and recall information;
2. identify how to take effective class notes;
3. practice reading with improved retention;
4. describe and demonstrate basic steps in problem solving and critical thinking;
5. describe policies and procedures relating to academic success;
6. locate people and information resources that support student success and career decision-making both on and off campus;
7. design an effective time management schedule;
8. apply theories of learning and personality type to problem-solving aspects of academic life and career choices;
9. identify psychosocial factors such as self-esteem, self-efficacy, and self-concept that impact academic perceptions;
10. list the socio-emotional issues that impact academic success;
11. identify important values, aptitudes, skills, and interests;
12. select a tentative career goal compatible with one's values, personality, skills, interests, aptitudes, and goals;
13. identify and use a decision-making model to focus on occupational choices.

IV. Course Content

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| A. | Higher Education Orientation | 4 hours |
| 1. | Introduction to course: course agreements, contracts, and responsibilities | |
| 2. | Post-secondary education overview: policies, programs and requirements | |
| 3. | Resources: Library, other campus and community resources | |
| B. | Academic Strategies for Success | 12 hours |
| 1. | Memory techniques: theories and application | |
| 2. | Reading techniques | |
| 3. | Note-taking | |
| 4. | Test-taking | |
| C. | Personal Management | 16 hours |
| 1. | Achievement motivation | |
| 2. | Life transitions and changes | |
| 3. | Time management and monitoring | |
| 4. | Identity development | |
| D. | Career and Life Planning | 2 hours |
| 1. | Life-long process as interrelated with education and leisure | |
| 2. | Goal setting and career decision making | |
| 3. | The changing world of work and occupational and work trends | |
| 4. | Factors in job satisfaction/stereotypes and barriers | |
| E. | Self-Assessment Discussion, Interpretation, Evaluation, and Application | 9 hours |
| 1. | Values clarification | |
| 2. | Identification of skills/interests | |
| 3. | Abilities and aptitudes | |
| 4. | Personality preferences and temperament | |
| 5. | Correlation of values, skills, interests, abilities, and personality preferences with majors and careers. | |
| F. | Occupational Research Methods | 3 hours |
| 1. | Evaluating labor market trends | |
| 2. | Use of career computer-assisted interactive systems (Career Center) | |
| 3. | Informational interviews and understanding their importance | |
| 4. | Creation of proper resume and cover letter | |
| 5. | Understanding the importance of internships and service learning (Job Placement/Center for Student Involvement) | |
| G. | Career Decision Making Process | 2 hours |
| 1. | Ranking needs, using critical and creative thinking | |
| 2. | Generating alternatives and options | |
| 3. | Synthesizing information | |
| 4. | Evaluating outcomes | |

V. Methods of Presentation

The following instructional methodologies may be used in this course:

1. classroom lectures;
2. guest lectures;
3. multimedia;
4. collaborative-interactive presentations by instructor and students
5. journal keeping.

VI. Assignments and Methods of Evaluation

1. Quizzes.
2. Essays.
3. Homework.
4. Midterm and final examinations.
5. Class participation in oral and written exercises.

VII. Textbooks

Sukiennik, Bendat, and Raufman. The Career Fitness Program. Current edition, 2007. Scotsdale: Goursuch/Scarbrick Publishers. 12th Grade Textbook Reading Level. ISBN: 1-3086-100-6.

Santrock, J.W. & Halonen, J.S. Your Guide to College Success: Strategies for Achieving Your Goals, 6th Edition, 2008. Wadsworth Cengage Learning. 12th Grade Textbook Reading Level. ISBN: 978-0-495-57151-3.

VIII. Student Learning Outcomes

1. Student will be able to identify learning styles and apply them to the development of effective study behavior
2. Student will be able to demonstrate knowledge of courses required, with appropriate sequence, to meet educational goals.
3. Student will be able to identify important values, aptitudes, personality type, skills, & interests leading to selection of possible college major and career goals.