SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

INTD 500

COURSE TITLE   ALTERNATE TITLE (S)

CAREER & COLLEGE READINESS

TYPE COURSE

NON-FEE

CATALOG COURSE DESCRIPTION

This course is designed to prepare students for academic and professional success by developing behaviors that support this outcome. Students will develop self-discipline and empathy, in addition to communication, financial literacy and study skills. Emphasis is placed on identification and use of working styles, as well as creating and leading self-managed teams. Course work focuses on personal responsibility through self-management, self-awareness, social and physical wellness, while developing connections between behaviors, intentions, and purpose, and the pathway to achieving goals. (FT)

LECTURE/LABORATORY HOURS

    80

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication
   SDCE students demonstrate effective communication skills.
3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Achievement of the course goals will enable the student to:

1. Learn how to recognize and generate conditions for team self-management and demonstrate leadership on a self-managing team.
2. Learn how to identify teammate's working and learning styles and how to effectively lead others in a self-managing team.
3. Understand the purpose of and how to develop personal goals.
4. Learn to anticipate the endogenous and exogenous behaviors that distract from successful self-management.
5. Build personal leadership abilities by identifying success characteristics, and internalizing those capabilities.
6. Learn how to practice emotional self-regulation in order to achieve goals and fulfill commitments.
7. Reflect on personal attitudes and beliefs which interfere with effective self-management, academic success, and leadership of others.
8. Explore career options based on current skills sets and vocationally/academically obtainable skills.
9. Learn effective study skills.
10. Develop and/or improve communication skills.
11. Gain an understanding of financial literacy.

COURSE OBJECTIVES

1. Create conditions for team self-management and demonstrate leadership on a self-managing work team.
2. Listen and communicate effectively within a team and as an individual.
3. Apply the higher-level abilities of dynamic leadership by both facilitating team and recording the progress of the team meeting.
4. Demonstrate the identification of and distinguish between key characteristic of teammate's working/learning styles.
5. Identify, compare and contrast working/learning styles with other individual's styles.

COURSE OBJECTIVES (CONTINUED)

6. Demonstrate how to adapt leadership style to effectively work with other persons with a different working style.
7. Anticipate the behaviors that detract from academic, professional and personal success.
8. Formulate alternative future scenarios based on personal choices and make commitments to succeed.
9. Explore the consequences of distractions through a methodology used by managers to predict future outcomes.
10. Identify and reinforce behaviors that support goals.
11. Examine and discuss thoughts and activities that are distracting from successful self-management towards those goals.
12. Develop and demonstrate the self-discipline required to fulfill one's commitments.
13. Assess attitudes and beliefs that affect one's ability to succeed and lead others.
14. Evaluate events and decisions made in one's life and explore consequences for learning.
15. Demonstrate ability to develop a personal financial budget.

SECTION II

COURSE CONTENT AND SCOPE

1. Community Building
   1.1. Movement and inclusiveness
   1.2. Reflection
   1.3. Self-disclosure
   1.4. Social and physical wellness
2. Learning and Working Styles
   2.1. Teamwork
      2.1.1. Personal strengths/weaknesses
   2.2. Learning styles
      2.2.1. Leveraging strengths to enhance learning in classroom/work settings
3. Stress Management
   3.1. Defining stress
   3.2. Controlling stress
   3.3. Relaxation techniques
      3.3.1. Focusing/mindfulness
4. Effective Communication Skills
   4.1. Listening
   4.2. Non-verbal communication
   4.3. Verbal communication
   4.4. Conflict resolution
5. Emotional Intelligence
   5.1. Self-awareness

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.1.1. Emotional awareness
- 5.1.2. Self-assessment/analysis
- 5.1.3. Self-confidence
- 5.2. Self-regulation
  - 5.2.1. Self-control
  - 5.2.2. Recognizing and managing emotions
  - 5.2.3. Personal change management
- 5.3. Self-motivation
  - 5.3.1. Setting and obtaining goals
  - 5.3.2. Time management
  - 5.3.3. Avoiding procrastination
  - 5.3.4. Work/school/life balance
- 6. Life/Career/Education
  - 6.1. Study skills
    - 6.1.1. Effective and critical reading
    - 6.1.2. Note-taking
    - 6.1.3. Presentations
    - 6.1.4. Writing papers
      - 6.1.4.1. Modern Language Association (MLA) format
  - 6.2. Career development
    - 6.2.1. Resume and cover letter writing
    - 6.2.2. Soft skills vs hard skills
    - 6.2.3. Career exploration
      - 6.2.3.1. Skills sets
      - 6.2.3.2. Interests
      - 6.2.3.3. Educational requirements
      - 6.2.3.4. Work importance
  - 6.3. Financial literacy
    - 6.3.1. Budgeting
    - 6.3.2. Saving
    - 6.3.3. Managing credit
    - 6.3.4. Financial aid
      - 6.3.4.1. Student loans

APPROPRIATE READINGS

Reading assignments may include, but are not limited to:

1. Instructor selected materials
2. Websites related to college and career preparation
3. Learning style and communication scenarios

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to:

1. Final paper
2. Timed writing
3. Self-reflective writing

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to:

1. Recognizing, acknowledging emotions in response to stimuli
2. Self-assessments
3. Graphing

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to:

1. Team and individual research presentations
2. Completion of final self-evaluation paper
3. Assessments of self and other individuals
4. Conflict resolution exercises
5. In-class oral reflections
6. Identify personal working/learning styles and compare/contrast to other individual's styles.
7. Analyze and compare the goals and aspirations of one's ancestors with personal goals and aspirations.
8. Make inferences and draw conclusions through critical reading of learning styles and communication scenarios.

EVALUATION

Student's grade will be based on multiple measures of performance that may include, but are not limited to the following:

1. Instructor observation
2. Demonstration of their ability to identify working styles in various instructor assigned scenarios and examples
3. Various assessments by self, peers, and teacher throughout course
4. Writing a final paper
5. Homework assignments
6. Attendance and class participation

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, individualized and group instruction, multimedia presentations, guest speakers, and group discussions/demonstrations, and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbooks may include but are not limited to:

The 7 Habits of Highly Effective People Workbook. Covey, S. R., Touchstone, , current edition
Falling Awake: Creating the Life of Your Dreams. Ellis, D., Toronto Breakthrough Enterprises, current edition
The Power of Self-Management: Pride and Professionalism for a Successful Career. Cohen, M. Creative Health Care Management, current edition
Emotional Intelligence 2.0. Bradberry, T, Greaves, J., TalentSmart, current edition

Ancillary materials may include but not required:

Ace Foundations Course Student Reader, Navarro, D., current edition
Team Self-Management Student Reader, Navarro, D., current edition

http://academyforcollegeexcellence.org/
http://skillsyouneed.com
http://community4me.com
https://www.cacareerzone.org/

PRPARED BY: Veleka Iwuaba   DATE May 1, 2019

REVISED BY: _____   DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog