

College/Career Research and Development Description

Course I: College/Career Research and Development

Course Description: The overall goals in the first course are to teach students the process of self-awareness, career awareness, career exploration, and setting academic and career-related goals. Students will be introduced to basic concepts of financial literacy to help them manage their personal finances. Course content will integrate the development of student's competency in business writing as well as the Skills for Success (communication, learning, interpersonal, technology, and critical thinking). Students will also be required to prepare for and participate in an interview process.

CCRD Syllabus

Standard 1: Self-Awareness – Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.

Students will:

- a. Assess interests and abilities using self awareness/career interest inventories and integrate a broad range of career interests in a career development plan
- b. Identify personality type and evaluate how that type is reflected in career decision-making and educational advancement.
- c. Examine how personal interests are reflected in career decision-making and educational advancement.
- d. Define personal learning style and assess how it is reflected in career decision-making and educational advancement.
- e. Evaluate standard-of-living choices and assess the impact of those choices on career decision-making and educational advancement.
- f. Identify abilities and personal strengths and assess how they are reflected in career decision-making and educational advancement.
- g. Examine personal characteristics and values related to work and assess the impact of these values on career decision-making and educational advancement.

Standard 2: Career Awareness – Students will use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.

Students will:

- a. Compose personal and professional goals based on career assessment results.
- b. Explore and research career clusters and identify career pathways of interest.
- c. Relate career assessment results to available local pathway options.
- d. Describe the implications for workers as a result of technological advances in the workplace.
- e. Analyze several ways to classify occupations and assess which occupational classification system is most helpful in career exploration.
- f. Research different types of career information resources to find information on careers that relate to personal self knowledge and traits.
- g. Apply career information to job search and education planning.

Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways in order to develop an academic and career plan.

Students will:

- a. Review academic/career plan to inform modifications to high school plan on a regular basis.
- b. Effectively transfer knowledge and skills from one learning level to the next.
- c. Apply cluster content standards to specific work-based learning experiences and high school plan.
- d. Select postsecondary options and set goals for achieving postsecondary goals (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).

Standard 5: Job-Seeking and Advancement – Students will demonstrate skills to secure, maintain and advance in their chosen or related career cluster.

Students will:

- a. Demonstrate skills to seek employment, (write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace).
- b. Demonstrate positive strategies to work with others in a diverse workplace.
- c. Develop effective business writing and communication skills.
- d. Develop personal responsibility characteristics regarding workplace situations involving workplace safety, sexual harassment, and personal ethics.
- e. Practice workplace readiness skills including Skills For Success in the classroom and employment setting.
- f. Establish and monitor personal, financial, and professional goals.
- g. Develop a career portfolio to demonstrate academic and technical preparation leading to employment and postsecondary education.
- h. Demonstrate proficiency in workplace readiness skills by refining and upgrading portfolio materials and including exhibits of proficiency.

Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one's ability to function and transition effectively in a diverse and changing economy.

Students will:

- a. Identify the components of the financial planning process.
- b. Apply financial literacy skills to managing personal finances and consumer credit.
- c. Develop financial goals.
- d. Practice the principles of saving and investing.
- e. Analyze the benefits and the risks associated with consumer credit and its association to financial planning.
- f. Evaluate and revise financial goal statements.
- g. Evaluate personal, financial and professional goal statements that apply to further education and/or technical training.
- h. Develop one-year and five-year education and employment plans and monitor progress toward meeting the goals of each plan.

WBL Component

Students continue to have the opportunity to practice and reflect on these skills through a work-place learning opportunity. The workplace component is a mentored, on-the-job, work experience with a written, personalized, work-based learning agreement and plan. Students participate in developing their WBL plan with assistance from a WBL teacher and workplace mentor.