

*College of Education*  
*San Jose State University*  
*Personal, Academic, Career Exploration*  
 HUMAN UNDERSTANDING AND DEVELOPMENT (E)

<b>Instructor:</b>	Jimma P. Cortes-Smith	<b>Class:</b>	EDCO 004
<b>Office:</b>	Sweeney Hall (SH) 419	<b>Class Room:</b>	Sweeney Hall (SH) 315 / 434
<b>Office Hours:</b>	Mon & Wed; 3:00pm - 5:00pm Available by appointment	<b>Class Time:</b>	Mon & Wed ~ 10:30-11:45am; Rm#315 Mon & Wed ~ 1:30-2:45pm; Rm#434
<b>Phone Number:</b>	(408) 924-3629	<b>Prerequisites:</b>	No prerequisite required
<b>E-mail:</b>	<a href="mailto:JCortesSmith@aol.com">JCortesSmith@aol.com</a>	<b>Units:</b>	3 Units

**The Mission of SJSU:**

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the State of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

**College of Education Mission:**

The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Catalog Description:** This course explores the concepts and applications of personal decision-making. Introduction to lifespan development concepts through the use of self-assessment instruments and procedures. Orientation to San Jose State University.

**Course Description:** The overall purpose of this course is to enable students to attain knowledge of the interdependence between physiological, social/cultural, and psychological factors which contribute to the process of human development. Through the study of career and lifespan development theory, students will learn the stages of human development and use that information to see themselves and others as unique individuals. Students will be introduced to university culture and oriented to available resources that facilitate academic and personal growth. Students will explore new and changing job demands and assess how people make career choices that are suitable for them and are viable in society. Students will be provided with as many opportunities as the classroom experience will allow to assess their values, interests, personality, and skills used to develop their education and career plans. Finally, students will learn critical skills such as communication, decision-making, research and informational searches, study skills, time management, and goal setting techniques that will support their academic and personal success at San José State University and beyond.

**Course Goals:** EDCO 004 is an introduction to career-life planning, decision-making and values clarification. The purpose of the class is to expand knowledge in the areas of self-assessment, self-exploration, and self-management.

**Student Learning Objectives for General Education Area E (Human Understanding and Development):**

The topics covered in the proposed course, *Personal, Academic, and Career Exploration*, are geared to help students meet the GE student learning goals stated below consistent with the contents and competencies required by the Core General Education (Area E): Human Understanding and Development. In each topic, the course will explore concepts and applications of personal decision-making as it relates to lifespan development through the use of theory, self-assessment instruments, planning, and application.

- 1) Recognize the physiological, social/cultural, and psychological influences on personal well being
- 2) Recognize the interrelation of the domains of physiological, social/cultural, and psychological factors on their development across the lifespan
- 3) Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals
- 4) Recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment

**Course-Specific Student Learning Objectives:**

Upon completion of the course, students shall:

- 1) Gain an understanding of the interdependence between physiological, social/cultural, and psychological aspects of self;
- 2) Gain an understanding of career and lifespan development theories and recognize the stages of human development and factors (e.g., health, stress) that influence life and career development;
- 3) Have an increased understanding of self through interest, personality, and value assessments;
- 4) Acquire critical skills including interpersonal, social, academic, and organizational skills that will contribute to success in a complex university environment;
- 5) Obtain knowledge and skills to enable them to work in diverse environments; and
- 6) Be able to design educational, career, and life plans that will support life-long personal development

**Students shall recognize the physiological, social/cultural, and psychological influences on their well-being through:**

- a. The study of the following theories:
  - Abraham Maslow - Hierarchy of Needs - Physiological
  - Donald Super - Life Span Development
  - John Holland - Theory of Personality Types
- b. Lecture and class discussion on Family & Social Influencers, Cultural Awareness and Diversity, Belief Systems, Stress and Stress Management (both psychological and physiological causes, symptoms, and effects).

**Students shall recognize the interrelation of the domains of physiological, social/cultural, and psychological factors on their development across the lifespan through:**

- a. A clear and coherent understanding of various developmental theories and the sequence and underlying processes involved in human development;
- b. Recognition of their own current stage of physiological, social/cultural, psychological development;
- c. Recognition of others in their stages of development;
- d. Psychodynamic effects and influences of cultural backgrounds on personal development and career values;
- e. Family and social influences related to educational and career choices; and
- f. Understanding the effects of education and social systems on career and personal development.
- g. The required reading (available on-line):
  - 1) Cuseo, J.B., Fecas, V.S. & Thompson, A. (2007). Thriving in college and beyond: Research-based strategies for academic success and personal development. DubuqueIA: Kendall/ Hunt Publishing Company: chapter 4, p.106 -111
  - 2) Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335
  - 3) U.S. Department of Health and Human Services. (1996). A Report of the Surgeon General: Physical activity and health. Retrieved March 1, 2007, from the National Center for Chronic Disease Prevention and Health Promotion Web site: <http://www.cdc.gov/nccdphp/sgr/ataglan.htm>

**Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals through:**

- a. Studying and understanding strengths within cultures;
- b. Learning appropriate social techniques that enhance interpersonal relationships;
- c. Conducting interviews;
- d. Group discussions on cultural and racial diversity; and
- e. Group discussions and experiential exercises on appropriate social interaction.

**Students shall recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment through:**

- a. The study of developmental theories, class exercises and group discussion;
- b. Discussion and ways to access campus resources such as the library, counseling services, health center, disabled student services, fitness facilities, financial aid, tutoring, technological assistance, etc.;
- c. Applying results from interest inventories and self-assessments;
- d. Researching occupational choices;
- e. Exploring educational and career options;
- f. Researching university majors and practical applications; and
- g. Conducting department interviews.

**Course Activities & Class Format:**

- a) Lecture-discussion: Broad concepts related to course goals will be presented to the class as a whole. Participation and discussion are encouraged.
- b) Guest Speakers: Individuals from the SJSU community and beyond will impart their expertise.
- c) Small Group Work: Students will be assigned activities during class.
- d) Class Assignments: For more detail see section below.
- e) Individual Counseling: Students will be required to attend a minimum of three individual counseling sessions by the end of the semester.
- f) Online Activities and Research
- g) Midterm and Final Exams

**Class Assignments:**

1. A 3-5 page Autobiography to analyze values and career influencers (e.g., race, sex, socioeconomic background, ethnicity, age, etc.) and reflect on career aspirations and personal growth.
2. 2 page reaction papers in response to required readings, specific lectures and class discussions. Students will identify biological, physiological, psychological, social, and cultural effects and symptoms of stress and stress management techniques. In addition, students will show the link between positive social relationships and well being.
3. College Catalog Research to analyze majors, minors, masters degrees and credentials.
4. Completion of the Strong Interest Inventory (Strong), Myers Briggs Personality Type Indicator (MBTI), and Self Directed Search (SDS)
5. A 2 page assessment report in the findings of the three career inventories, including:
  - a. Interest areas
  - b. Majors and occupations to consider
  - c. How assessment results can assist in choices across the lifespan.
6. Department and informational interviews.
7. Occupational Outlook Handbook online research.
8. A 1-page summary of experience and findings from the Career Center visit, including:
  - d. Resources available at the Career Center
  - e. Listing and links to other university resources from the Career Center
  - f. How resources and links acquired can further personal growth
9. A 2 page Personal, Education, and Career Development Plan, which will include:
  - a. Student assessment profile
  - b. Skills
  - c. Values
  - d. College catalog research
  - e. Personal, Educational & Career goals & statements
  - f. Strategies & resources to meet goals
  - g. Specific action list & time-table for goals
  - h. Alternatives
10. Midterm & Final
11. Student Portfolio

**Individual Counseling ~ MANDATORY**

You have a special opportunity to meet with a team of Career Counselors. This involves two 30 minute counseling sessions scheduled on the following Tuesday sessions:

Session I ~ September 30 & October 28

Session II ~ October 7 & November 18

Session III ~ October 14 & December 2

Available time slots are: 4.15pm, 5.00pm or 5.45pm

Please check your schedule and make arrangements with your personal, work and/or athletic schedule to fit one of these sessions.

During these meetings you will be able to discuss and clarify your Personal, Academic, and Career Development. You will need to bring with you the following materials:

- 1) Get a Life Workbook
- 2) Myers-Briggs
- 3) Self-Directed Search
- 4) Strong Interest Inventory

Your third counseling session, you will meet with me at a scheduled time during my available office hours. TBA

**Required Textbook, Readings, and Assessment Materials:**

1. Get A Life ! The Friendly Workbook For Planning Your Career, 3rd Edition. Donna Bender.
2. Cuseo, J.B., Fecas, V.S. & Thompson, A. (2007). *Thriving in college and beyond: Research-based strategies for academic success and personal development*. Dubuque1A: Kendall/ Hunt Publishing Company: chapter 4, p.106 -111
3. Putnam, Robert D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster: chapter 20, p. 326-335
4. U.S. Department of Health and Human Services. (1996). *A Report of the Surgeon General: Physical activity and health*. Retrieved March 1, 2007, from the National Center for Chronic Disease Prevention and Health Promotion Web site:  
<http://www.cdc.gov/nccdphp/sgr/ataglan.htm>
6. Strong Interest Inventory test booklet & No. 2 pencil
7. Myers-Briggs Type Indicator Form G
8. Self-Directed Search Assessment Booklet and SDS Occupations Finder
9. Current SJSU Catalog

**Grading Criteria:** There will be an opportunity to evaluate yourself as well as the course at the midterm and final. Grading is on an A, B, C, D, F basis determined as follows:

1. Inside and outside class assignments.....	40%
2. Class Participation.....	30%
3. Midterm Exam.....	15%
4. Final Exam.....	15%

1. Student must **complete all assignments** to receive a grade in this class.
2. All assignments must be typed and turned in on the due date. Late assignments will be reluctantly accepted. Points will be deducted for each late day past the due date .
3. All written assignments must meet **standards of academic and professional quality**. Unless so stated, all written assignments must be typed, double spaced, paginated, free of spelling and grammatical errors. All page limits must be observed when required.
4. The quality of work and adherence to these guidelines will be considered in the final grade.
5. An "incomplete" grade will not be given except for serious medical or personal emergency circumstances.

**\*Please contact the instructor for extra assistance, questions, or to discuss any issue concerning your learning.**

### **Grade Conversion:**

Points will be converted to percentages and letter grades as follows:

Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade
		87-89.9%	B+	77-79.9	C+	67-69.9%	D+	0-59.9%	F
94-100%	A	84-86.9%	B	74-76.9%	C	64-66.9%	D		
90-93.9%	A-	80-83.9%	B-	70-73.9%	C-	60-63.9%	D-		

### **SAN JOSE STATE UNIVERSITY POLICIES:**

**Adherence to University Policy:** Instructors will be expected to follow and students will be required to honor the policies of the University. Specific policies that will be listed on the syllabus will include:

**Academic Integrity Policy:** Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Department. The policy on academic integrity other resources related to student conduct can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

**Academic Honesty:** Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

### **Other Information:**

Please be aware of the school policies related to plagiarism. A definition of plagiarism as that found on Judicial Affairs website at <http://www2.sjsu.edu/senate/plagarismpolicies.htm> This will apply for all class assignments.

**Accommodation of Students with Special Needs:** If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.

**Grading Policy:** Any changes will be announced in class. Course calendar and all assignments are subject to change with fair notice.

**Participation:** Active participation in class is essential to the quality of the course. Students will be asked to participate in class discussions and exercises relevant to the content of the course.

*NOTE:* According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

**Other Expectations:** You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

**Additional Policies and Procedures:**

To ensure that every student, current and future, who takes courses has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, San José State has established the following policies:

a) **Eating:**

Eating and drinking (except water) are prohibited in the classrooms. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

b) **Cell Phones:**

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

c) **Computer Use:**

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course.

**Expectations regarding classroom behavior:**

See Academic Senate Policy S90-5 on Student Rights and Responsibilities.

## *Online Information Resources*

### **Human Understanding and Development:**

<http://www.nefy.com/pubs/undyouth.htm>  
[http://www.ucsc.edu/currents/02-03/03-24/human\\_development.html](http://www.ucsc.edu/currents/02-03/03-24/human_development.html)  
<http://www.uwex.educes/flp/childdev/session1.html>  
[http://www.uwyo.edu/CES/FAMILY/CYFAR/FACT\\_SHE/Unders~1.htm](http://www.uwyo.edu/CES/FAMILY/CYFAR/FACT_SHE/Unders~1.htm)  
<http://www.solbaram.org/articles/humind.html>

### **Career Information:**

<http://www.californiacareers.info/>  
<http://www.acinet.org/acinet/>  
<http://www.bls.gov/k12/>  
<http://www.petersons.com/>  
<http://www.siam.org/careers/>  
<http://www.bls.gov/oco/home.htm> (Occupational Handbook)  
<http://www.unixl.com/dir/>  
<http://www.princetonreview.com/home.asp>  
<http://www.umanitoba.ca/counselling/careers.html>  
<http://www.salary.com/>  
<http://www.nlm.nih.gov/services/medicaled.html>

### **College Majors:**

[http://www.collegeboard.com/csearch/majors\\_careers/profiles/](http://www.collegeboard.com/csearch/majors_careers/profiles/)  
<http://www.princetonreview.com/home.asp>  
<http://www.unixl.com/dir/>  
<http://www.maa.org/students/career.html>  
<http://www.k-state.edu/acic/career/options.html>  
<http://www.careeroverview.com/>  
<http://national.degreefind.org/&kid=GOG0005164869>  
<http://careerservices.rutgers.edu/CareerHandouts.html>

### **Job Search:**

<http://www.careerbuilder.com/>  
<http://www.collegegrad.com/>

### **Academic Skills:**

<http://www.sas.calpoly.edu/asc/ssl.html>  
<http://www.studyskills.soton.ac.uk/>  
<http://www.sas.calpoly.edu/asc/ssl/notetaking.systems.html>  
<http://www.csbsju.edu/academicadvising/help/ahelp.htm>  
<http://www.columbiacollegesc.edu/academics/academicskills.html>