

# Human Career Development

## | American River College

American River College's Human Career Development courses are designed to help students achieve success in college through a variety of classes, which include study skills, career exploration, college success, transferring to four year institutions, life skills, peer mentoring, and academic learning strategies for students with specific learning disabilities.

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## Human/Career Development (HCD)

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### HCD 111 College Discovery Program

Units:	1
Hours:	18 hours LEC
Prerequisite:	None.

This course explores options and resources relevant to student success at American River College. It covers academic and personal goal setting, campus resources, academic requirements, basic study skill development, and strategies that are compatible with academic success.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and choose college options related to educational goals.
- explain campus policies and procedures that relate to academic success.
- locate and use varied campus resources.
- state academic and career goals based on assessments, values, and experiences.
- utilize skills and examine barriers that impact student success.
- evaluate achievement of goals and objectives based on performance in course work.

### HCD 114 Human Potential Seminar

Units:	2
Hours:	36 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 116 AND ENGWR 101; OR ESLR 320 AND ESLW 320.

This course provides an in-depth examination of techniques and strategies to be used in enhancing a student's chance for academic success in college. It is designed for students who need assistance to achieve their goals in higher education. Topics include motivation, goal setting, communication skills, time management, exam preparation, note taking, reading college textbooks, and the use of technology as it relates to being a student.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess and evaluate a variety of skills, ideas, and techniques for academic success.
- discover, locate, utilize, and describe a variety of campus support services.
- differentiate and apply stress management strategies and techniques.
- compare and adopt sound health practices.
- discover and employ effective communication skills, in person and through the use of technology.
- research, contrast, and practice planning and decision-making processes.
- contrast, compare, discuss, and recognize academically successful and non-successful behaviors.

## HCD 115 Orientation to College

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	None.

This course is an introduction to programs and services at American River College. Topics include procedures and college requirements, steps to success, and campus resources.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify academic and student service programs.
- list college academic requirements.
- describe academic regulations and performance expectations.
- identify educational goals.
- create a personal education plan with counselor.

## HCD 122 Study Skills

Units:	1
Hours:	18 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 116 AND ENGWR 101; OR ESLR 320 AND ESLW 320.

This course covers specific study skills strategies. It provides the opportunity to analyze attitudes toward studying and current study skills or habits. Topics include specific learning styles, strategies for time management, goal setting, note-taking, memory improvement, reading skills, and how to prepare for and take exams.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze their own attitudes toward studying and current study skills or habits.
- demonstrate appropriate time management.
- practice appropriate goal setting skills.
- apply note-taking methodology and incorporate these techniques into lecture notes.
- employ reading techniques such as systematically marking and taking study notes on a college level textbook.
- identify the components of memorization and practice memory and concentration techniques.
- demonstrate test-taking strategies, including how to prepare for and take exams.
- describe personal learning styles and how they impact study methods and life experience.

## HCD 160 Applied Life and Success Skills

Units:	2
Hours:	36 hours LEC
Prerequisite:	None.
General Education:	AA/AS Area III(b)

This course covers the skills and tools necessary for daily independent living and success as a college student. It focuses specifically on disability management, life skills, personal goals, and community and campus resources. It would also be appropriate for those students interested in a career with disability services.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify personal skills, attitudes, and techniques that support one's goals.
- identify campus and community resources to support one's goals and success.
- develop independent living skills, which include health and wellness, to support success on a college campus.
- acquire skills to address challenges that may impact student success, such as managing transportation, childcare, and medication.
- practice self-sufficient daily living skills to enhance punctuality, attendance, and assignments.
- utilize study skills techniques congruent with one's own personal learning style, such as flash cards, highlighters, or recorders.
- apply conflict resolution skills to interpersonal relationships.
- use technology such as computer, email, and the Internet.

## HCD 310 College Success

Units:	3
Hours:	54 hours LEC

Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area III(b); CSU Area E1

This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal-setting, career planning, study skills and techniques, and critical thinking skills. Campus resources, college regulations, and information competency are also addressed. This course is highly recommended for first time college students and/or continuing college students who would benefit. Field trips may be required.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess student success strategies and identify techniques and campus resources to build effective learning skills in areas such as: textbook reading, note taking, memory skills, exam preparation, and exam taking.
- distinguish among different learning styles (i.e. auditory, visual, kinesthetic, and/or read/write) in identifying personal learning preference(s).
- locate and identify campus programs and support services.
- incorporate campus rules and requirements for degree and transfer planning.
- analyze and choose effective communication skills that apply to the academic, career, and/or personal life issues.
- demonstrate measurable goal-setting and decision-making skills.
- recognize the various elements of diversity on our campus.
- demonstrate problem-solving and critical-thinking skills.
- demonstrate personal wellness skills such as stress reduction and health maintenance.
- discriminate between effective and non-effective goal and life planning skills.
- formulate and implement appropriate interpersonal skills and conflict resolution strategies.
- appraise and select the most appropriate modes of instruction for personal learning success.

## HCD 318 Transfer: Making It Happen

Units:	2
Hours:	36 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 116 AND ENGWR 101; OR ESLR 320 AND ESLW 320
Transferable:	CSU; UC
General Education:	AA/AS Area III(b)

This course provides a comprehensive study of the university transfer process as it relates to community college students. Topics include an overview of American higher education, student support services, major selection, college research, transfer admissions requirements, the college application process, transfer resources, transitional issues, and preparation for graduate and professional education. Field trips may be required.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the transfer process as it pertains to both lower and upper division transfer admissions.
- compare and contrast various four-year institutions to include the California State University, the University of California, private/independent

colleges and universities, and public institutions outside of California.

- compose a statement of purpose for transfer admissions and/or scholarships.
- construct an educational plan that reflects admission, general education, and major requirements for a major of study offered at a four-year institution.
- discuss the differences and similarities between transfer general education patterns including CSU-GE Breadth, IGETC, and campus-specific general education requirements.
- evaluate how individual preferences, skills, interests, and values impact the choice of academic major and educational/career goals.
- research financial aid and other financial resources to help maximize the affordability of a college education.
- define and identify common student support services offered at community colleges and at four-year institutions.
- access and navigate online resources pertinent to student transfer including, but not limited to ASSIST, California Colleges, AICCU, UC Pathways, Cal State Apply, and Eureka.
- define and identify opportunities for student involvement to include participation in student organizations, internships/co-operatives, and other activities that supplement the undergraduate experience.

## HCD 330 Life and Career Planning

Units:	1
Hours:	18 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340
Transferable:	CSU
General Education:	AA/AS Area III(b)

This course is a comprehensive approach to life and career planning based on extensive interests, personality type, values, and skills assessments. Personal and career goals are formulated using career research and decision-making strategies.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret and appraise their own skills, interests, and personality characteristics.
- identify values and skills in relation to career opportunities.
- analyze and apply the principles of decision making.
- describe types of careers and associate skills and interests.
- research occupational information.
- develop a plan to achieve academic and career goals.

## HCD 331 Career and Job Search Strategies

Units:	1
Hours:	18 hours LEC

Prerequisite:	None.
Advisory:	HCD 330
Transferable:	CSU
General Education:	AA/AS Area III(b)

This course assists students preparing for the current job market. Topics include; researching career fields, developing specific career/educational goals, informational interviewing, internships, professional networking, resume writing, interviewing skills, and current job search strategies.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research various career fields
- identify skills necessary to be competitive in today's job market
- identify present and future employment trends
- set specific educational and career goals
- define obstacles to decision making and develop strategies to overcome those obstacles
- examine effective job search and interviewing strategies
- develop and refine interviewing skills
- write a professional resume and cover letter
- research work experience and internship opportunities
- research and identify professional networks and associations

## HCD 336 Exploring Health Careers

Units:	1
Hours:	18 hours LEC
Prerequisite:	None.
Transferable:	CSU
General Education:	AA/AS Area III(b)

This course introduces a wide variety of healthcare and healthcare-related occupations, emphasizing educational programs and career opportunities. It includes the identification and analysis of career interests, skills, values, and personal traits, as well as occupational research, resulting in the development of educational and career plans.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explore healthcare and healthcare-related occupations.
- identify career interests, skills, values, and personal traits and their relationship to healthcare and healthcare-related occupations.
- describe the educational requirements and prerequisites needed for admission into various healthcare and healthcare-related occupations.
- investigate academic and licensure requirements for selected healthcare and healthcare-related occupations.

## HCD 337 Exploring Health Careers

Units:	1
Hours:	18 hours LEC
Prerequisite:	None.
Advisory:	ENGWR 102 or 103, or ESLW 320 with a grade of "C" or better; and ESLL 320 with a grade of "C" or better; or placement through the assessment process.
Transferable:	CSU

This course provides an opportunity to obtain information about a variety of health professions. This course explores the requirements to enter various health fields, including education, licensures, and volunteer experience. In addition, it offers opportunities to observe and gain knowledge in order to choose an appropriate health career goal.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare a resume for a chosen health field.
- set realistic health career goals.
- describe the educational requirements of a chosen health career.
- create an educational plan to reflect chosen goal.

## HCD 364 Introduction to Peer Mentoring

Units:	1.5 - 4
Hours:	18 hours LEC; 27 - 162 hours LAB
Prerequisite:	HCD 111, 114, 115, 310, or 318 with a grade of "C" or better
Transferable:	CSU

This course offers instruction on the role of the peer mentor at the community college level. Topics include skills and strategies associated with interpersonal communication, peer leadership, collaborative learning, problem solving, and assisting students in how to effectively and efficiently assist their peers in managing college and life experiences. This course is only open to students who have been selected to serve as peer mentors in an on-campus program, such as the First Year Experience, SAGES, Journey program, MESA, Puente, EOP&S, and Umoja.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and demonstrate the role and purposes of peer mentors and the characteristics of effective peer-led sessions.
- assess mentee's personal strengths and weaknesses with college-level learning strategies and life skills.
- demonstrate effective problem-solving skills.
- demonstrate collaborative learning and facilitative strategies.
- describe policies, resources, and programs for referring students.

## HCD 382 Learning Strategies for College and Life

Units:	3
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Hours:	54 hours LEC
Prerequisite:	None.
Advisory:	Eligibility for ENGRD 116 and ENGWR 101; OR ESLR 320 and ESLW 320
Transferable:	CSU; UC
General Education:	AA/AS Area III(b); CSU Area E1

This course provides a universal learning environment that supports students with specific learning differences, through adaptive strategies and techniques essential for achieving academic and personal success. Topics include adaptive technology, organization, learning modalities, time management, memory development, motivation, note-taking, personal wellness, study skills, testing techniques, and critical thinking methods. Also covered are communication approaches, personal and academic barriers, and disability awareness. Additionally, campus/community resources, college regulations, and proficiency expectations are covered.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the rationale behind specific learning strategies and accommodations.
- evaluate individual strengths and weaknesses for learning, and describe strategies and appropriate educational interventions to facilitate academic success.
- identify and apply strategies for academic and personal success: life planning skills, organization, time management, self-advocacy, general and adaptive technology, critical thinking, interpersonal communication, and personal wellness.
- locate and utilize applicable campus and community resources, online resources, and study groups.
- demonstrate knowledge of campus policies and procedures.
- analyze the psychology of motivation and goal setting to change motivation and set appropriate educational and lifelong goals.
- examine the human memory system and apply memory strategies compatible with personal learning style.
- recognize and utilize specific reading, writing, math, test-taking, and note-taking strategies and accommodations.

## HCD 495 Independent Studies in Human Career Development

Units:	1 - 3
Prerequisite:	None.
Transferable:	CSU

## Faculty

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### Kimberly Ball

Adjunct Faculty/HCD Instructor

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