

# Human/Career Development


Your success is our utmost concern and focus.


Whether you are a new graduate from high school entering college for the first time or you are a student returning to the academic environment, we have something for you. If you are the first in your family to attend college or you are new to the United States, we have something for you. If you are looking to change your career path or increase your skills for the job market, we also have something for you.

The majority of the Human Career Development courses at Sacramento City College are taught by Counseling Faculty.

**Dean** [Rukiya Bates \(/about-us/contact-us/faculty-and-staff-directory/rukiya-bates\)](/about-us/contact-us/faculty-and-staff-directory/rukiya-bates)

**Department Chair** [Annette Barfield \(/about-us/contact-us/faculty-and-staff-directory/annette-barfield\)](/about-us/contact-us/faculty-and-staff-directory/annette-barfield)

 (916) 558-2204

 [counseling@scs.losrios.edu \(mailto:counseling@scs.losrios.edu\)](mailto:counseling@scs.losrios.edu)

## Human/Career Development (HCD)

---

### HCD 83 Diagnostic Learning in English

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Catalog Date:** June 1, 2020

This is an intensive individualized and small group course offering learning strategies and instructional intervention for students who have difficulty learning English concepts despite traditional methods of instruction. This course is designed and monitored by the Learning dis(Abilities) Program instructor to develop the processing needed to improve reading, writing, and spelling.

#### Student Learning Outcomes

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

- compensate for functional limitations and/or acquired English skills necessary to complete their educational objectives.
- examine and use various specialized instructional methodologies, as needed.
- apply word attack skills to reading and spelling.
- apply phonemic processing word attack skills to reading and spelling.

### HCD 84 Advanced Diagnostic Learning in English

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Prerequisite:** HCD 83 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course is designed for students who have trouble learning English concepts with traditional modes of instruction. It builds on the content of HCD 83 by further developing students' perceptual skills to improve reading, writing, and spelling

#### Student Learning Outcomes

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

- apply intervention strategies to reading, writing, and spelling assignments in other departments.
- compensate for functional limitations and acquire English skills necessary to complete their educational objectives.
- examine and use adaptive learning devices and various specialized instructional methodologies.
- apply morphemic processing and syllabication skills to improve reading and spelling.

### HCD 85 Diagnostic Learning in Mathematics

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Enrollment Limitation:** Student may take this class as long as they are also enrolled in a math class. This class supports math instruction.  
**Catalog Date:** June 1, 2020

This course is designed for students with disabilities who have difficulty learning mathematics through traditional modes of instruction. The emphasis is on assisting students with learning disabilities to prepare for college-level mathematics. It offers individualized, self-paced instruction based upon students' current skills and educational goals.

## Student Learning Outcomes

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

- employ learning strategies to overcome their functional limitations and improve performance on mathematics tasks.
- relate concrete, hands-on examples, visual and cognitive models of math problems and concepts to the paper and pencil methods of solving equations.
- apply correct formulas and algorithms for solving math problems and equations.

## HCD 86 Basic Math Strategies

<b>Units:</b>	2
<b>Hours:</b>	18 hours LEC; 54 hours LAB
<b>Prerequisite:</b>	None.
<b>Corequisite:</b>	MATH 28 or 34
<b>Catalog Date:</b>	June 1, 2020

This course will cover study strategies for students with learning disabilities, who have difficulty in MATH 28 or MATH 34.

## Student Learning Outcomes

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

- employ learning strategies to overcome functional limitations and improve performance on mathematics tasks.
- relate concrete, hands-on examples, and visual and cognitive models of math problems and concepts to paper and pencil methods of solving equations.
- apply correct formulas and algorithms for solving math problems and equations.

## HCD 88 Study Strategies

<b>Units:</b>	1
<b>Hours:</b>	9 hours LEC; 27 hours LAB
<b>Prerequisite:</b>	None.
<b>Catalog Date:</b>	June 1, 2020

This course will provide non-traditional instructional support for students with disabilities who are enrolled in other college courses. HCD 88 will be graded on a Pass/No Pass basis.

## Student Learning Outcomes

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

- utilize pertinent learning strategy skills from the following areas: research methods; textbook reading strategies; notetaking strategies; organization of written assignments; editing and proofing of papers; test preparation and test-taking strategies; and time management.
- apply their learned strategy skills based upon their preferred learning style in future academic classes and in the work place.
- apply self-advocacy skills to obtain accommodations and utilize accommodations throughout their college experience and in the work place.

## HCD 110 Building Foundations for Success

<b>Units:</b>	3
<b>Hours:</b>	54 hours LEC
<b>Prerequisite:</b>	None.
<b>General Education:</b>	AA/AS Area III(b)
<b>Catalog Date:</b>	June 1, 2020

This course provides success strategies and support services to entry level students. The strategies and support services are threaded through three critical areas that enhance student success: academic skills, personal life management, and educational navigation. Optional field trip(s) may be included.

## Student Learning Outcomes

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

- apply appropriate strategies for time management, goal setting, and note taking.
- recognize personal learning styles and apply study techniques to enhance classroom success.
- apply study techniques and apply test-taking strategies to enhance personal/academic success.
- develop analytical and problem solving skills with regard to circumstances occurring in the personal, educational, and workplace environment.
- apply techniques to improve and enhance physical and emotional wellness.
- identify healthy networks of support.
- demonstrate successful collaborations in a diverse environment; describe their influence and the benefits in building relationships within a diverse group.
- identify college programs and services.
- demonstrate an understanding of their rights and responsibilities as a college student.

# HCD 114 Human Potential Seminar

<b>Units:</b>	2
<b>Hours:</b>	36 hours LEC
<b>Prerequisite:</b>	None.
<b>Catalog Date:</b>	June 1, 2020

This course provides an in-depth examination of techniques to be used in enhancing one's chances for success in college. It is designed to meet the needs of students who are experiencing difficulty in achieving their goals in higher education. Course topics include: motivation, goal setting, communication skills, time management, exam preparation, note taking, and reading college textbooks. This course is designed to assist students to become better prepared for the expectations of college and for those who seek to improve their academic standing.

## Student Learning Outcomes

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

- apply stress management strategies and techniques.
- examine a variety of skills, ideas, and techniques for academic success.
- identify, locate, and utilize a variety of college support services.
- contrast and compare successful and non-successful behavior related to academic success.
- develop planning and decision-making processes.

# HCD 116 Orientation to College

<b>Units:</b>	0.5 - 1
<b>Hours:</b>	9 - 18 hours LEC
<b>Prerequisite:</b>	None.
<b>Catalog Date:</b>	June 1, 2020

This course is designed to introduce the student to college resources, programs, and services. Topics covered include short-term goal setting, motivation, time management, skill and interest assessment, educational alternatives, college requirements, and procedures. A field trip may be required.

## Student Learning Outcomes

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

- apply short-term goal setting.
- assess skills, interests, and abilities.
- develop an educational plan and identify the elements that go into developing short and long term plans.
- identify the access path to academic and student service programs that can assist in achieving goals.
- identify college academic requirements, standards, and student code of conduct.
- identify the skills and behaviors necessary to be a successful student.
- compare and contrast different systems of higher education.
- cite a number of certificate and Associate Degree programs offered by Sacramento City College and other Los Rios Colleges.

# HCD 118 College Readiness - Success Academy

<b>Units:</b>	3
<b>Hours:</b>	54 hours LEC
<b>Prerequisite:</b>	None.
<b>Enrollment Limitation:</b>	Instructor consent required for enrollment.
<b>Catalog Date:</b>	June 1, 2020

This course provides students with an introduction to student learning expectations and the outcomes of higher education. The course will introduce students to strategies for graduating from community college and university systems by exploring four central themes: (1) Academic Success, (2) Community, (3) Transition, and (4) Safety and Wellness. Success strategies and support services are integrated through the course in the following areas: team building activities, student and faculty mentoring, academic skills, personal life management, and educational navigation. University and/or related field trips may be required.

## Student Learning Outcomes

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

- recognize strategies to effectively participate in student communities in a college-level setting.
- understand the importance of the matriculation process and develop tools and strategies to navigate the college system.
- build relationships with college staff and faculty, and become more aware of college support services.
- recognize the benefits of campus and university tours, technology, multiple artistic expressions, and the "sampler series," which includes presentations by professors discussing a variety of majors and academic departments on campus.
- demonstrate the importance of identifying resources and seeking help during challenging times.

# HCD 138 MESA/CCCP Orientation

<b>Units:</b>	1
---------------	---

<b>Hours:</b>	18 hours LEC
<b>Prerequisite:</b>	None.
<b>Catalog Date:</b>	June 1, 2020

This course is designed to assist MESA students in obtaining the knowledge and skills necessary to reach their educational objectives in engineering, mathematics, and science-related fields. Topics to be covered include: decision making on careers, education and personal enrichment, study skills and habits, time management, academic preparation, career ladders, building of self-confidence, and educational and career success strategies. A field trip may be offered.

## Student Learning Outcomes

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

- identify professions in the mathematics, science, and engineering fields and differentiate between a variety of sub-specialties.
- use collaborative learning skills.
- apply decision making strategies to create school, study, and career plans.
- identify the colleges that match student needs academically, personally, and vocationally.
- develop successful team building strategies.

## HCD 302 The Puente Project

<b>Units:</b>	1
<b>Hours:</b>	18 hours LEC
<b>Prerequisite:</b>	None.
<b>Enrollment Limitation:</b>	Students must meet eligibility requirements for the Puente Program and be admitted to the Puente Program via Instructor consent.
<b>Transferable:</b>	CSU; UC
<b>Catalog Date:</b>	June 1, 2020

This course is designed to assist under-represented, motivated students by promoting transfer, student success, and community leadership. Topics in this course include time management, graduation and transfer requirements, campus and community resources, creating a personal statement, and developing mentor relationships. Field trips may be required. Alternative assignments will be provided for those students who cannot participate on the field trips.

## Student Learning Outcomes

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

- formulate an educational plan based on academic and career goals.
- evaluate and apply information relevant to graduation and transfer processes.
- differentiate between the admission and academic requirements of private universities and public higher education systems in California.
- develop a personal statement.
- develop a working resume.
- examine a sense of self within their own culture.
- recognize, through experience, the importance of community involvement and leadership.
- recognize the usefulness of developing mentor relationships.

## HCD 310 College Success

<b>Units:</b>	3
<b>Hours:</b>	54 hours LEC
<b>Prerequisite:</b>	None.
<b>Advisory:</b>	ENGWR 300, ESLR 340, and ESLW 340 with grades of "C" or better
<b>Transferable:</b>	CSU; UC
<b>General Education:</b>	AA/AS Area III(b); CSU Area E1
<b>Catalog Date:</b>	June 1, 2020

This course provides students with an introduction to student learning expectations and the outcomes of higher education. Through exposure, exploration, and application of intellectual, social, cultural, and psychological principles students will obtain the skills necessary to reach their educational objectives and prepare them for the challenges of the educational curriculum required to be successful in higher education. Students will expand their knowledge and personal awareness in regard to academic motivation, self-discipline, career exploration, and personal responsibility. Strategies will include an introduction to critical thinking in an academic setting, effective communication skills, goal setting techniques, and study skills. College resources and information competency will also be covered. It is highly recommended for new, continuing, and returning students. The course may be offered for specific populations. An optional field trip may be included.

## Student Learning Outcomes

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

- identify critical thinking skills for analyzing, evaluating and synthesizing college level material and determine how these higher learning/thinking skills impact their influence and contributions to society/community.
- employ critical thinking skills, to explore the relationship between higher education and life-long learning opportunities and apply this knowledge to make informed decisions in selecting a major, career and/or transfer goal.
- identify the importance of personal and social responsibility and examine their own levels of self-knowledge regarding psychological and sociological perspectives of human diversity and self-management.
- demonstrate information literacy skills for success in college, through effective search, select and evaluation of information.

# HCD 312 Guidance for U.S. Newcomers

<b>Units:</b>	3
<b>Hours:</b>	54 hours LEC
<b>Prerequisite:</b>	None.
<b>Transferable:</b>	CSU
<b>General Education:</b>	AA/AS Area III(b)
<b>Catalog Date:</b>	June 1, 2020

This course will introduce U.S. newcomers to cross-cultural issues and college expectations. Topics may include concepts on cultural adjustment while addressing study skill methods necessary for success in a U.S. college environment. Student rights and responsibilities, and student support services will be covered. Information obtained through general education requirements will assist in the development of a student educational planner. Optional field trips may be included.

## Student Learning Outcomes

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

- explain the cultural transitional issues faced by non-native English speakers.
- identify available community and college resources.
- demonstrate knowledge of career planning techniques.
- describe the importance of time management and its role in college success.
- recognize what students rights and responsibilities are as stated in SCC's college catalog and student guide.

# HCD 318 Transfer: Making It Happen

<b>Units:</b>	2
<b>Hours:</b>	36 hours LEC
<b>Prerequisite:</b>	None.
<b>Transferable:</b>	CSU; UC
<b>Catalog Date:</b>	June 1, 2020

This course will introduce community college students to strategies for successful transfer and eventual graduation from four-year colleges or universities. College research, application process, transfer resources, general education breadth and major requirements, and differentiation between college selection and majors will be examined. Self-assessment of values, interests, and well-being will be included. Current transfer trends and issues will also be addressed. Optional field trips may be included.

## Student Learning Outcomes

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

- formulate a transfer plan based on goals, values, personal characteristics, and resources.
- differentiate between the admission and academic requirements of the three systems of higher education in California as well as out-of-state institutions.
- organize the materials needed for successful college applications.

# HCD 330 Life and Career Planning

<b>Units:</b>	1
<b>Hours:</b>	18 hours LEC
<b>Prerequisite:</b>	None.
<b>Advisory:</b>	Concurrent enrollment in ENGWR 300 and/or ESLW340
<b>Transferable:</b>	CSU
<b>General Education:</b>	AA/AS Area III(b)
<b>Catalog Date:</b>	June 1, 2020

This course offers a holistic approach to life and career planning based on extensive measurement of interests, aptitudes, skills, values, personality, and life and personal circumstances. Personal and career goals will be 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 aptitudes, interests, values, skills and personality characteristics and relate their relationship to the world of work.
- analyze and apply the principles of decision making and describe the types of careers that match with their research and assessment results.
- research occupational information and formulate an academic and occupational plan employing information gathered.
- describe the goal-setting process and apply it to their own life and career planning.

# HCD 495 Independent Studies in Human Career Development

<b>Units:</b>	1 - 3
<b>Hours:</b>	54 - 162 hours LAB
<b>Prerequisite:</b>	None.
<b>Transferable:</b>	CSU
<b>Catalog Date:</b>	June 1, 2020

# Student Learning Outcomes

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

- discuss and prepare an outline proposal for the focus of study.
- utilize various information resources to successfully complete their focus of study.
- analyze information and apply the skills necessary to complete an independent study relative to the discipline content area.
- demonstrate an ability to utilize critical thinking skills in the development of the independent study.
- assess and/or examine research information.
- utilize college success strategies in the area of time management and study skills to develop, produce, and complete an independent study.

## Faculty

---

### Kevin Grady

Adjunct Professor

**Office:** SCC Main Campus  
**Email:** [gradyk@scc.losrios.edu](mailto:gradyk@scc.losrios.edu) (<mailto:gradyk@scc.losrios.edu>)  
**Phone:** (916) 558-2283  
**Web:** [Kevin Grady's Profile Page \(/about-us/contact-us/faculty-and-staff-directory/kevin-grady\)](#)