

Articulation Agreement
between College of Marin and Novato Unified School District

General Course Title: College and Career Readiness

One semester of Novato Unified School District (Novato High School OR San Marin High School OR Marin Oaks High School OR Nova Education Center) College and Career Readiness articulates to **COUN 129 College and Career Readiness, 3 units**. CSU/UC transferable (pending approval).

General Course Description:

College and Career Seminar is a one-semester course designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

College Prerequisite(s): None

Course Content:

Chapter 1- My Future

Learning Objectives:

- To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.
- To have students begin imagining the kind of future they would find most satisfying.
- To illustrate that work is not just a way to earn a living, but an important part of most people's identity.
- To allow students to recognize the scope and diversity of every individual's accomplishments on a daily basis
- To help students identify their own decision-making patterns and evaluate their effectiveness.
- To introduce students to public speaking.

Chapter 2 - Who am I?

Learning Objectives:

- To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help them appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.

- To help students learn to identify and articulate those things that are extremely important to them on an emotional level.
- To help students clarify which work values are most meaningful in their own lives.
- To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.
- To help students identify their strengths and, in so doing, raise their self-esteem.
- To help students identify the skills they have developed over the years.
- To help students identify and understand standard skills categories.
- To help students identify and evaluate their roles, occupations, and vocations.
- To make students more aware of the messages — verbal and otherwise — they get from society and from significant people in their lives, and to help them understand how these messages can affect the way they feel about their future or their potential.

Chapter 3 - What Do I Want?

Learning Objectives:

- To teach students Maslow's hierarchy of needs and help them understand its impact on their identity and self-esteem.
- To help students identify an overall goal or mission for their lives.
- To teach students to project into the future and to realize the diversity of lifestyle options open to them.
- To help students identify the components of a balanced lifestyle.
- To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public life,
- To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person's life.

Chapter 4 - Cost of Living

Learning Objectives:

- To give students a realistic view of how many financial considerations will be important when deciding on a career path.
- To learn to budget the more common way—by having a total figure available and allocating that figure among the line items.
- To have students learn to budget the way most people do—by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on lifestyle
- To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.
- To explore the myth that money can make you happy.
- To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.
- To help students recognize the rewards and sacrifices of specific careers as they relate to values.
- To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.
- To demonstrate the financial payoff—over a lifetime—of an investment in education.
- To help students gain specific information about the costs and rewards of various jobs from people they know.
- To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.

Chapter 5 - What am I looking for?

Learning Objectives:

- To help students narrow their career choices by first considering the general job characteristics that are most important to them, and then by being creative in thinking of jobs that meet their requirements.
- To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.

- To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.
- To help students sort out their own feelings about status as it relates to job selection.

Chapter 6 - Research Careers

Learning Objective:

- To help students understand the 12 career interest areas and the types of jobs in each area.
- To help students make some tentative career choices based on their own personality traits.
- To help students learn library and research skills as they begin to gather information about potential careers.
- To help students begin thinking about—and actually experiencing—what it would be like to spend a typical day at the job of their choice.
- To give students practice in writing a business letter and conducting an interview, and to allow them
- to see first-hand what it might be like to spend a day at a particular job.
- To help students decide whether the careers they are considering are good matches for their personalities and working styles.

Chapter 7, 8, 9 - Goal Setting and Problem Solving

Chapter 7

Learning Objectives:

- To help students discern the difference between long- and short-term goals and learn to take their hopes for the future into account when making daily decisions.
- To help students understand that before they can evaluate their choices, they need to discover the facts and determine the effect of these realities on the outcome for any of the options being considered.
- To help students evaluate the pros and cons and the likelihood of success of different choices.
- To show students how their own resources, wants, and needs should enter into the process of making major life decisions.
- To help students evaluate their decision-making strategies, their strengths, and their weaknesses.

Chapter 8

Learning Objectives:

- To help students identify and apply the problem-solving techniques as presented in the text.
- To introduce students to a process for writing quantitative goals and objectives.

Chapter 9

Learning Objectives:

- Students examine some of the reasons people use for not doing what they want to do, or can do, evaluate those excuses and determine what might be done to avoid using them.
- To help students evaluate excuses and reframe them so that they are accepting the responsibility for their problems and also opening new avenues for solving them.
- To expose students to some of the statistics regarding teen pregnancy, dropping out of school, and substance abuse.
- To allow students to examine some common problems and then project into the future to consider the possible long-term consequences of present actions.
- To help students personalize the effect of dropping out of school on their eventual job satisfaction.
- To enable students to comprehend the financial costs of bad habits.
- To help students understand how flexibility and high salary relate to mixing career and family, and to have young women consider how non-traditional careers may be the best option.
- To help students learn an evaluation technique to be used before acting rashly in abandoning a dream or plan.
- To help students overcome fears by seeing themselves be successful at whatever makes them anxious.
- To expose students to a hierarchical approach to conquering anxieties.
- To give students an opportunity, in a third-person situation, to make long-range plans for the success of someone who could reasonably be expected to fail.

- To help students see that taking calculated risks is an important skill.

Chapter 10

Learning Objectives:

- To help students understand the power of affirmation in changing self-limiting attitudes.
- To recognize and evaluate the characteristics and attitudes of excellence.
- To help students realize that action is necessary to achieve any goal.
- To clarify the concept of the work ethic and help students see how it relates to their lives.
- To demonstrate the attitudes that will be most in demand for workers in the future.

Chapter 11 - Job Hunting Skills

Learning Objectives:

- To give students experience in writing a personal resume.
- To give students experience in conducting informational interviews.
- To give students experience in filling out job applications.
- To provide information on, and experience in, being interviewed for a job.
- To help students gain information on how to deal with two facets of a job search—dealing with rejection and accepting a job.
- To help students gain an understanding of mentoring and encourage them to watch for opportunities to have or be a mentor.

Competencies and Skill Requirements

- **College of Marin to provide by November 1st**
- **To Include Draft of Rubric (subject to approval)**
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Sample Textbook and/or other Support Materials

Title: Career Choices and Changes: A Workbook to Discover Who You Are, What You Want and How to Get It

Author: Mindy Bingham and Sandy Stryker

Publisher: Academic Innovations, 59 South 100 East Saint George UT 84770

Edition: 5th (2013)

Primary Textbook

Title: Career Choices Workbook Portfolio

Author: Mindy Bingham and Sandy Stryker

Publisher: Academic Innovations, 59 South 100 East Saint George UT 84770

Edition: 2011

Read in entirety

Website: My10yearPlan.com: Online 10-Year Plan and Portfolio

Author: Mindy Bingham and Sandy Stryker

Publisher: Academic Innovations

Discipline Work Group Comments:

DWG Signature:

Date:

DWG Facilitator's Signature:	Date:
Internal Tracking Number:	
Date Accepted by Steering Committee:	

Local Signatures:

College of Marin Representative

Date

Novato Unified School District Representative

Date



Attachment: "Purpose of This Articulation Agreement."

Purpose of This Articulation Agreement

The purpose of this agreement is to identify those high school courses and programs that articulate with College of Marin courses and programs. The document is written for students, parents, instructors, counselors and administrators who need detailed information about the implementation of the articulation agreement.

This Articulation Agreement works to ensure that faculty from Novato Unified School District (Novato High School, San Marin High School, Marin Oaks High School and NOVA Education Center) and the College of Marin Counseling Program coordinate instruction and student learning to help students transition from high school to community college without course duplication. The Agreement is created with the goal of helping to prepare students for success in college and their future careers through curriculum that integrates academics with hands-on experiences in the area of College and Career Readiness.

Faculty from Novato Unified School District and the College of Marin have collaborated in comparing the curriculum needed for this course and believe that successful completion of the courses will give students many of the job competencies essential for workforce success. Students taking approved articulated courses will be eligible to receive college credit via "Credit by Examination," as mentioned in Step 1 below under Process.

Process

A student may receive **college credit** for the articulated course at the College of Marin by following these steps:

1. Students who have a "B" or higher in the class have the opportunity to develop a portfolio for a grade. The portfolio will be reviewed and graded by the COM Instructor. Students with "B" or higher on the "exam" (portfolio) will be awarded 3 units. One high school semester of this course will equal 3.0 units of college credit. The College of Marin instructor determines the student's final grade on the college transcript.
2. The student must enroll at the College of Marin, www.marin.edu, and obtain a student ID number.
3. The student must complete a "College Credit Program Parent/Guardian Consent Form" and obtain the appropriate signatures. The form can be accessed here: <http://www.marin.edu/WORD-PPT/CollegeCreditProgramFormCCP.paf>
Return the completed card to your high school instructor
4. The student must complete a "Petition for Credit by Examination" form. The form can be accessed here: <http://www.marin.edu/WORD-PPT/PetitionforCreditbyExmaination.pdf>
Return the completed form to your high school instructor.

Implementation Plan

Novato Unified School District and the College of Marin will implement the Articulation Agreement using the plan below:

1. Instructors from both the high school and college programs will evaluate course outlines, curricula, and competency standards for the courses considered for articulation.
2. The content and integrity of the courses articulated must be agreed upon and maintained and is subject to review at the request of either party. Curriculum may be revised to maintain up-to-date content and assure articulation. Participating faculty and

administrators will have orientation on and access to the curriculum of the articulated courses, as well as the articulation process itself.

3. Articulation agreements will be valid from the date signed unless voided by one of the parties.
4. The Counseling Department Chair will see that the articulation process is in place and assure that appropriate faculty are participating in good faith.
5. Instructors from both parties will meet annually to review and assess the fidelity of implementation.