NORCO COLLEGE

Academic Planning Council

Business & Scheduling Meeting
April 10, 2020
8:30 – 11:00 am
Zoom Conference

Present: Mr. Peter Boelman, Mr. James Finley, Dr. Marshall Fulbright (co-chair), Dr. Alexis Gray, Mr. Kim Kamerin, Mr. John Moore, Mr. Jeff Mulari, Dr. Jason Parks (co-chair), Ms. Ana-Marie Olaerts, Mr. Bob Prior, Dr. Stanley Tyler, Dr. Tim Wallstrom
Absent: Ms. Patricia Worsham, Dr. Gail Zwart

Visiting: Dr. Quinton Bemiller, Dr. Sarah Burnett, Dr. Tenisha James, Mr. Farshid Mirzaei, Ms. Brittnee Quintanar

A. Welcome
   Dr. Marshall Fulbright welcomed everyone

B. Approval of Minutes
   Motion to approve minutes April 10, 2020: Dr. Gray/Moore Approved. Two abstentions.

C. Discussion on Standing Committee & Dean's Reports
   1. Academic Senate- See Attached- M. Bader
   2. ISPC- See Attached- M. Bader
   3. District Enrollment Management-See Attached- M. Bader
   4. Program Review Committee-See Attached- Dr. Gray
   5. CTA- See Attached – P. Boelman
   6. Deans' Report(s)- See Attached- Dr. Fulbright

D. Action Items
   1. Revised/Proposed new Chair of Chairs Job Description- M. Bader
      • Motion to Discuss- Moved by P. Boelman, second by J. Moore
         ○ Discussion
      • Motion to approve Chair of Chair Job Description- Dr. Fulbright- Motion Failed

E. Information Items
   1. Revised Scheduling Timeline- Dr. Fulbright
   2. Faculty Evaluations Suspended for Spring 2020- Dr. Fulbright
   3. Department Curriculum Updates- Dr. Fulbright

F. Discussion Items
   1. Clear Transfer Pathways- See Attached -Quintanar
   2. CCCCO Memo on Distance Ed for Spring- See Attached- Dr. Parks
   3. Faculty Hiring Rubric Evaluation- See Attached- Bader/Parks/Fulbright
   4. Academic Planning Council Survey- Dr. Parks
   5. District COVID-19 Update- Dr. Fulbright

G. Good of the order 10:40 am

Next Meeting
Business Meeting
May 8, 2020
8:30 – 11:00 am

Standing Committee Reports

Chair of Chairs Report April 10

Senate
- Senate is seeking a Faculty Commencement Speaker for a remote speech. Please send nominations to Virgil Lee
- There are changes to the Constitution and Bylaws. Please see the Senate minutes for specific changes to committee structures, leadership procedures and other items that needed updating to reflect current practice.
- Senate asked for increased membership to ISPC. ISPC asked that Senate send consulting members as the current strategic structure is discussed and revised. More voices in the conversation will be welcome.
- ISPC brought draft documents for discussion regarding the strategic planning structure. Charts that describe strategic structures were shared and there was a robust conversation about how these structures can be described; perhaps, multiple charts are necessary to illustrate the variety of functions, charges, goals. We are all "collaborating for a common cause"—Michael Bobo.
- DE-In light of Covid-19, DE will be part of a debriefing. Science labs are basically impossible. There is an ongoing discussion regarding the feasibility of science, CTE and other labs that require face to face interaction and materials.
- There is a conversation regarding making all courses for summer 2020 hybrid.
- NOMU will be a livestream event
- There are some DRC issues with our DE classes. We need to continue to work with our DRC partners to ensure learning opportunities for our students. If you have questions, please ask.
- ASNC elections will be taking place via web, so there are some changes. Students will be uploading videos and creating their ASNC packet as a google form.
- Administration has put out a survey of faculty to get feedback. Simplify and Unify are messages for all of us.

DEMC
- Cancelled

ISPC
- Meets April 22nd.

DSPC
- Cancelled

State Chancellor's Office Webinar
- System Updates-We are committed to being online until June 19, but the chancellor suggests that we plan accordingly for summer.

- Summer 2020 and Fall 2020 DE Emergency Addendums need to be submitted
  - Colleges need a plan for approval for DE in this time
  - ACCJC needs to be notified if programs will exceed 50% online and what the plan is for those.
  - Colleges need to provide a Professional Development plan for Faculty and Staff for this time.
- It is important that we are providing the educational experience that students are expecting.
- Colleges should not change coding for DE. They need to develop local approval processes for DE.
- EOPS funding has extended limitations on grant funding to $1800 and suspended the requirement that funding be equally distributed across semesters. Loans can exceed $300 and do not need to be repayed in the same year. Colleges need to determine repayment plan options.
- EOPS students need to be enrolled full-time but do not need to complete FT courswork. They should be encouraged to complete courses.
- EOPS can have submission of documents via online and in a variety of formats. Colelges are encoursaged to work with students.
- EOPS students need three contact sessions with students each semester. Please work with students and create a variety of options. Online is ok as long as it is arranged.

CSU Admissions
- CSU will accept C or P for transfer. Including golden 4, All GE, all major pre recs. Pass grades are not included in GPA calculations. Students who will be transferring into a certificate program need to check that program requirements. They may have specific requirements.
- To start in fall, students need A2 (English) and B4 (Quantitative Reasoning). A student may transfer without 60 units but they will not be granted third year status, so financial aide will be based on 2nd year status.
- Transcripts need to be submitted by July 15, but they can ask for an extension if necessary.

- Technology supplied through the Chancellor's office will be extended through Fall 2020 (Dec). If there is technology that we have not provided, please contact them with suggestions. Also, check College Buys for additional technology.

Program Review
- Resource request due by April 15th, but may be pushed out. If it has already been filled out, nothing to worry about.

CTA
- District looking into getting as many resources necessary to assist with Accessibility

Deans Report
- District VPAAs meeting with Susan Mills to decide on Summer classes.

Chair of Chair Duties:
1. Co-chair with the Deans the APC meeting
2. Assist in setting the calendar, agenda and schedules for chairs
3. Attend college Senate and ISPC meetings as representative to APC; report out to APC Senate and ISPC minutes
4. Provide reports to Senate on APC with regard to Institutional Goals and Responsibilities of the planning council
5. For accreditation purposes, assist in writing standards pertaining to Department Chairs
6. Liaison with IDSs regarding procedures and processes involving department chairs. Provide feedback when necessary and assist in communications between chairs, IDSs and Deans.

Proposed Addition:
Attend District Enrollment Management Committee meetings monthly and report out to APC, Senate and ISPC.

Suggested/Tentative Schedule Development Timeline

(12 March 2020)

- **<u>Winter & Spring</u>**
  - Rough Draft (**April 20th**)
    - Deans of Instruction (DOIs) provide rough draft to Department Chairs (DCs)
  - Distribution of faculty availability forms (**April 20th**)
  - Return Draft (**May 11th**)
    - DCs return rough draft to DOIs with suggested changes etc.
  - Revised ("Final") Draft (**May 25th**)
    - DOIs review suggestions with DCs, make adjustments to the schedule, and then provide the DCs with a "final" draft
  - Faculty availability forms due to TBD (**May 25th**)
    - DC begin assigning classes to faculty
      - Staffing changes can be made by DCs
      - <u>Room, time, and/or day changes require DOI approval (prior to forwarding to IDS)</u>

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Marty Alvarado,
Executive Vice Chancellor, Educational Services & Support

RE: EMERGENCY PLANNING FOR INSTRUCTIONAL INTERRUPTIONS

Planning for Instructional Interruptions

In the event of a campus closure due to COVID-19 or other emergencies and disruptions to face-to-face instruction, we recommend working directly with the Chancellor's Office to minimize the impact to students. A district will need to assess the overall impact to instruction and identify contingency plans that account for the variety of active course offerings, including credit, non-credit, and not-for-credit contract and community education.

For courses that can readily be converted to an online format the OEI team is ready and available to provide direct support. Available resources and recommendations from the OEI team are included below. Please contact Jory Hadsell jhadsell@cvc.edu for additional information.

For colleges considering this option we also recommend reviewing the recently posted US Dept. of Education Guidance for interruptions to study related to COVID-19. This guidance specifically addresses temporary flexibility for converting instruction to distance education and for financial aid restrictions.

For courses that may not easily convert to an online format, such as labs or practicum courses, districts will need to work with faculty to determine potential alternative meeting locations, taking into account the impact to students. Districts will need to monitor class-meeting cancellations to determine if the related class hours for course sections fall below the minimum to properly award a unit of credit as provided by Title 5, section 55002.5. If that occurs, a district will need to consider methods to make up lost instruction to at least that minimum level. If districts anticipate substantial lost instruction time they can request an accommodation to make up the instruction time. To make this request contact Marty J. Alvarado malvarado@cccco.edu or Raul Arambula rarambula@cccco.edu in Educational Services and Support Division.

OEI Resources & Recommendations

In the event of an emergency when all or some face-to-face classes cannot take place and/or all or some students cannot attend face-to-face classes, here are some actions to take:

INSTITUTIONAL
- Create local criteria for activating "emergency status", enabling faculty to utilize online options for instructional continuity.
- Create Canvas shells for all courses. This will enable faculty to post course content and facilitate interaction should a class need to convert to an online format. Basic information should be added including communication protocols during a crisis, the course syllabus, and contact information.
- Ensure all faculty, staff and students have profiles loaded into Canvas so colleges can communicate with them in an emergency.
- Enable the Zoom LTI integration with Canvas to minimize confusion for students and faculty due to manual entry of zoom meeting room IDs. Zoom is an available resource for office hours and instruction.

INSTRUCTION
- Consider drafting a blanket Distance Education Addendum (will require Chancellor's Office guidance and approval) for emergencies (create protocol for faculty to transition on ground and hybrid courses to the Canvas environment).
- Colleges may want to consider whether in the event of an emergency they want to convert on-ground classes to synchronous or asynchronous online modalities for the duration of the emergency. (Note: Synchronous option may more readily address regular substantive interaction concerns for faculty with limited training, though asynchronous options may also be used)
- Colleges may need to waive local approval of instructors to teach online during emergencies. State approval is not required and colleges are encouraged to exercise their local approval authority during an emergency.
- Colleges should consider internet connectivity limitations for students and take this into account; instructors should also be mindful that many students might choose to access Canvas and course materials via mobile devices.
- The CVC-OEI and @ONE provide guidance and resources on moving face-to-face courses into Canvas and best practices for teaching online via https://cvc.edu/about-the-oei/resources/.

STUDENT SERVICES
- Student services staff can provide online student support services through the ConexED/Cranium Cafe platform. The CVC-OEI can help facilitate training. Face-to-face appointments can be converted to online via SARS or other scheduling system
- The CVC-OEI purchased the Pisces online tutoring platform for all 114 colleges. Training is available to assist local college tutors with moving their appointments online.
- Consortium colleges can continue to make use of the NetTutor hours provided by the CVC-OEI. Colleges can request NetTutor (tutoring service) scheduling functionality to handle student tutoring appointments.

Additional Resources

CVC-OEI Online Instruction & Student Support Resources: https://cvc.edu/about-the-oei/resources/

WCET Disaster Preparedness Webinars: http://bit.ly/39pCkh9, http://bit.ly/2vGZdxI

cc: Eloy Ortiz Oakley, Chancellor
        Daisy Gonzales, Deputy Chancellor
        Raul Arambula, Dean

NORCO COLLEGE

SCHOOL OF Arts & Humanities

See a Counselor for Your Personalized Educational Plan!
STUDENT ENGAGEMENT CENTER - ST 107
Name of assigned counselor @norcocollege.edu   Name of assigned counselor @norcocollege.edu
www.norcocollege.edu/services/counseling

ENGLISH

AA-T ENGLISH
Pathways for Transfer
(CSUGE) NAA648 / (IGETC) NAA649

English is designed for students who wish to major or minor in English or related fields. Students will analyze, interpret, and synthesize diverse texts in order to construct well-supported academic arguments and literary analyses.

REQUIRED COURSES (19 semester units)

Course		UNITS
ENG-1B*/1BH*	Critical Thinking and Writing/Honors	4
LIST A	Choose two from the list below	6
LIST B	Choose two from the list below	6
LIST C	Choose one from the list below	3

LIST A: Choose two courses from the following (6 semester units):

Course		UNITS
ENG-6*	British Lit I: Anglo-Saxon through 18th Century	3
ENG-7*	British Lit II: Romanticism through Modernism/Post Modernism	3
ENG-14*	American Lit I: Pre-Contact through Civil War	3
ENG-15*	American Lit II: 1860 to the Present	3
ENG-40*	World Lit I: Ancient Literatures to the 17th Century	3
ENG-41*	World Lit II: 17th Century Through the Present	3

LIST B: Choose two courses from the following (6 semester units):

Course		UNITS
Any course from List A not already used		
ENG/HUM-8*	Introduction to Mythology	3
ENG-11*	Creative Writing	3
ENG-44*	Poetry from the 20th Century to the Present	3

LIST C: Choose one course from the following (3 semester units):

Course		UNITS
Any course from List A or List B not already used		
ENG-9*	Introduction to Shakespeare	3
ENG-10	Special Studies in Literature	3
ENG-20*	Survey of African American Literature	3
ENG/HUM-23*	The Bible as Literature	3
ENG-30*	Children's Literature	3
ENG-35*	Images of Women in Literature	3
ENG-45*	Modern Drama	3
ENG-48*	Short Story & Novel from 20th Century to Present	3
COM-7*	Oral Interpretation of Literature	3
THE-3*	Introduction to Theater	3

TERM 1

CSUSB/CPP		UCR	
COURSE	UNITS	COURSE	UNITS
ENG 1A	4	ENG 1A	4
GUI 47	3	GUI 47	3
MAT-12 or 25	3-4	MAT 12 or 25	3-4
COM 7 or THE 3	3	COM 7 or THE 3	3
HIS 1/2/6 or PSY 1	3	HIS 1/2 or PSY 1	3
Total Units	**16-17**	**Total Units**	**16-17**

TERM 2

COURSE	UNITS	COURSE	UNITS
ENG 1B	4	ENG 1B	4
ENG 14	3	ENG 14	3
COM 6	3	COM 6	3
ANT 1	3	ANT 1	3
HUM 8/5 or PHI 10	3	HUM 8/5 or PHI 10	3
Total Units	**16**	**Total Units**	**16**

TERM 3

COURSE	UNITS	COURSE	UNITS
ENG 6	3	ENG 6	3
ENG 40	3	ENG 40	3
POL 1	3	POL 1	3
SOC 1/10 or REA 4	3	SOC 1/10 or REA 4	3
ART 2/7 or PHI 12	3	IGETC LOTE	5
Total Units	**15**	**Total Units**	**17**

TERM 4

COURSE	UNITS	COURSE	UNITS
ENG 7	3	ENG 7	3
ANT 2 or COM 11	3	ENG 41	3
GEG 1 & 1L	4	GEG 1 & 1L	4
HIS 6/7/14/31/34	3	HIS 6 or 7	3
Total Units	**13**	**Total Units**	**16**

These academic plans include major coursework and recommended general education requirements by term in a two year plan. Degree completion within this timeframe depends on your availability and when courses are offered. Transfer requirements vary based on institution.

An **ENGLISH** degree gives students an appreciation of literature and increased skills in written communication. English is necessary for success in most careers, particularly those in education, writing, business, journalism, and law. Research career fields to learn what level of degree (i.e. associate, bachelor, or higher) and subject areas are most appropriate for your interests and long-term career goals.

WHERE CAN I WORK?

- Broadcast Media Companies
- Colleges/Universities
- Editor Companies
- K-12 Schools
- Freelance
- Journals
- Local Government
- Magazines
- Movie Sets
- Newspapers
- Publishing Companies
- Radio
- Television
- Social Media Outlets

WHAT CAN I DO WITH THIS ASSOCIATE DEGREE?

Position Title	CA Annual Openings	CA Median Salary	In Riverside County Wages will Support
Teacher's Assistant	17,710	$34,580	1 adult
Tutor	No data	$38,700	1 adult
Human Resources Assistant	1,840	$42,110	1 adult
Administrative Assistant	23,450	$42,250	1 adult
Library Technician	1,520	$45.060	1 adult
Radio & TV Announcer	390	$47,860	1 adult
Creative Writer	2,270	$75,400	1 adult, 2 children

WHAT CAN I DO WITH MORE EDUCATION AND TRAINING?

Position Title	CA Annual Openings	CA Median Salary	In Riverside County Wages will Support
Proofreader/Copy Markers	290	$40,740	1 adult
Public Relations Specialist	2,980	$65,830	1 adult, 1 child
Editor	1,490	$68,530	1 adult, 2 children
Copy Writer	2,270	$75,400	1 adult, 2 children
Librarian	1,040	$78,620	1 adult, 2 children
High School English Teacher	8,260	$82,670	1 adult, 2 children
Document Specialist	2,940	$98,010	2 adults, 3 children
University/College Professor	660	$100,790	2 adults, 3 children

ESTIMATED COST TO OBTAIN ASSOCIATE DEGREE

60 Units x $46 per unit (CA residents) = $2,760
Books & Supplies = $3,944

Health, ASNC, Parking Fees (x 4 terms) = $360
Total Cost = $7,064

HOW DO I GET STARTED?

⇒ Visit the **CAREER CENTER** to learn about opportunities in the field and help determining if it is a good fit for your preferred values, strengths, skills, and interests. CSS 2nd floor.
⇒ Take **INTRODUCTORY COURSES** in related topics (e.g. business, communication, marketing, or political science).
⇒ Attend annual **TRANSFER FAIR** and **TRANSFER CENTER WORKSHOPS** to determine which university is the best fit for you as well as application requirements and transfer process.
⇒ **JOB SHADOW** and **NETWORK WITH PROFESSIONALS** in positions you wish to obtain .
⇒ **GAIN EXPERIENCE** by tutoring in the writing center or volunteering to write for campus publications such as campus newspapers, magazines, or departmental newsletters.
⇒ Develop strong **GRAMMAR** and **LANGUAGE SKILLS**; consider a second-language.
⇒ Develop **PROOFREADING**, **EDITING**, and **COPY-EDITING** skills; maintain current knowledge of digital production technology.
⇒ Pursue a technical writing, editing, or publishing **INTERNSHIP**.
⇒ Become familiar with the **PROPOSAL** writing and **SUBMISSION** process involved in freelance writing.
⇒ **VOLUNTEER** to write or edit publications with local nonprofit organizations for experience.

WHAT SKILLS DO I NEED?

⇒ **Reading Comprehension** — understanding written sentences and paragraphs in work related documents.
⇒ **Writing** — communicating effectively in writing as appropriate for the needs of the audience.
⇒ **Speaking** — talking to others to convey information effectively.
⇒ **Active Listening** — giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
⇒ **Critical Thinking** — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

PREFERRED WORK STYLES INCLUDE:

⇒ **Integrity** — being honest and ethical.
⇒ **Cooperation** — being pleasant with others on the job and displaying a good-natured, cooperative attitude.
⇒ **Dependability** — being reliable, responsible, and dependable, and fulfilling obligations.
⇒ **Adaptability/Flexibility** — being open to change (positive or negative) and to considerable variety in the workplace.
⇒ **Attention to Detail** — being careful about detail and thorough in completing work tasks.

For more information about careers, education and training requirements, salary data, and job outlooks visit www.onetonline.org, www.bls.gov *or* www.labormarketinfo.edd.ca.gov/OccGuides.

NORCO COLLEGE

SCHOOL OF
Social &
Behavioral Sciences

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www.norcocollege.edu/services/counseling

PSYCHOLOGY

AA-T PSYCHOLOGY
Pathways for Transfer

(CSUGE) NAA566 / (IGETC) NAA568

The Associate in Arts for Transfer (AA-T) degree in Psychology is designed for students who wish to major or minor in psychology or related fields. Psychology is the scientific study of people's behavior and their mind in order to understand and help people.

REQUIRED COURSES (19 - 20 semester units)   UNITS

Course		UNITS
PSY-1*/1H*	General Psychology/Honors	3
PSY-2*	Biological Psychology	3
PSY-9*	Developmental Psychology	3
PSY-50*	Research Methods in Psychology	4
PSY-48*/SOC-48*	Statistics for Behavioral Sciences	3
OR		
MAT-12*/12H*	Statistics/Honors	4
List A	Choose one course from List A	3

LIST A (3 units)   UNITS

Course		UNITS
PSY-8*	Intro to Social Psychology	3
PSY-33*	Theories of Personality	3
PSY-35*	Abnormal Psychology	3

These academic plans include major coursework and recommended general education requirements by term in a two year plan. Degree completion within this timeframe depends on your availability and when courses are offered. Transfer requirements vary based on institution. Please see a Counselor to develop your educational plan and determine appropriate work/life/school balance.

TERM 1

CSUSB/CPP		UCR	
COURSE	UNITS	COURSE	UNITS
PSY 1	3	PSY 1	3
ENG 1A	4	ENG 1A	4
MAT 12	4	PSY/SOC 48 or MAT 12	3 - 4
GUI 47	3	GUI 47	3
LIB 1	1	LIB 1	1
Total Units	**15**	**Total Units**	**14 - 15**

TERM 2

COURSE	UNITS	COURSE	UNITS
PSY 9	3	PSY 9	3
COM 1/6/9	3	COM 1/6/9	3
ENG 1B	4	ENG 1B	4
GEG 1 & 1L	4	MAT 10/5/1A	4
Elective List A	3	Elective List A	3
Total Units	**17**	**Total Units**	**17**

TERM 3

COURSE	UNITS	COURSE	UNITS
PSY 50	4	PSY 50	4
HIS 6/7/14/31/34	3	GEG 1 & 1L	4
ADJ 1/3/9 or EAR 20	3	ADJ 1/3/9 or EAR 20	3
PHI 19/33/10/12	3	PHI 19/33/10/12	3
Total Units	**13**	**Total Units**	**14**

TERM 4

COURSE	UNITS	COURSE	UNITS
PSY 2	3	PSY 2	3
POL 1	3	POL 1	3
CSUGE AREA C1	3	IGETC AREA 3A	3
ANY SOC CLASS	3	HIS 6/7/14/31/34	3
HUM 18 or 16	3	IGETC LOTE	5
Total Units	**15**	**Total Units**	**17**

✓ First Term To-Do List

- Submit official high school transcripts and AP/IB/CLEP exam scores
- Complete placement survey in WebAdvisor
- Visit Engagement Center (ST 107)
- Meet with a counselor to personalize your EduNav plan

✓ Second Term To-Do List

- Visit the Career Center (2nd floor of CSS)
- Meet with a counselor to personalize your EduNav plan
- Get involved in ASNC or other student organizations
- Look for internship, research or volunteer opportunities in your field (s) of interest.

✓ Third Term To-Do List

- Meet with a counselor to verify your transfer status
- Attend Transfer Fair, transfer workshops and meet with university reps
- Submit transfer applications (ask about UC TAG)
- Complete FAFSA by March 2nd (include all transfer institutions that you applied to)

✓ Fourth Term To-Do List

- Submit Degree Applications via Webadvisor
- Complete transfer application updates
- Finish strong and order final transcripts for your transfer institution along with CSUG or IGETC certification

PSYCHOLOGY is a broad liberal arts major. Many entry-level helping positions are available, however the amount of direct client contact is limited for those who only have a bachelor's degree. Students may wish to pursue graduate education in psychology, social work, counseling, college student personnel, or other related fields to increase opportunities and earning potential. Research career fields to learn what type of degree and subject areas are most appropriate for your interests and desired population.

WHERE CAN I WORK?

- City/County Offices
- Community Service Organizations
- Family Services
- Federal/State Government
- Higher Education
- Hospitals/Healthcare Centers
- Non-Profit Organizations

- Private Practice
- Residential Health/Rehab Facilities
- Schools
- Social Services
- Testing Centers
- Victim Services
- Youth Camps

WHAT CAN I DO WITH THIS ASSOCIATE DEGREE?

Position Title	CA Annual Openings	CA Median Salary	In Riverside County Wages will Support
Recreation/Youth Counselor	9,230	$28,330	1 adult
Teacher's Assistant	17,710	$34,580	1 adult
Human Service Assistant	5,910	$39,980	1 adult
Human Resources Assistant	1,840	$42,110	1 adult
Administrative Assistant	23,450	$42,250	1 adult
Eligibility Worker	2,390	$53,720	1 adult, 1 child
Psychiatric Technician	680	$68,090	1 adult, 2 children

WHAT CAN I DO WITH MORE EDUCATION AND TRAINING?

Position Title	CA Annual Openings	CA Median Salary	In Riverside County Wages will Support
Marriage & Family Therapist	1,590	$48,080	1 adult
Social Worker	3,690	$55,460	1 adult, 1 child
Survey Researcher	160	$63,810	1 adult, 2 children
School Counselor	3,970	$69,510	1 adult, 2 children
Probation Officer	1,040	$89,210	1 adult, 3 children
Clinical Psychologist	2,060	$100,850	2 adults, 3 children
School Psychologist	2,060	$100,850	2 adults, 3 children
Industrial/Organizational Psychologist	No data	$129,300	2 adults, 4 children

ESTIMATED COST TO OBTAIN ASSOCIATE DEGREE

60 Units x $46 per unit (CA residents) = $2,760   Health, ASNC, Parking Fees (x 4 terms) = $360
Books & Supplies = $3,944   **Total Cost = $7,064**

HOW DO I GET STARTED?

⇒ Visit the **CAREER CENTER** to learn about opportunities in the field and help determining if it is a good fit for your preferred values, strengths, skills, and interests. CSS 2nd floor.
⇒ Take introductory **PSYCHOLOGY COURSES** as well as related topics (e.g. child & family studies, sociology, or political science).
⇒ Attend annual **TRANSFER FAIR** and **TRANSFER CENTER WORKSHOPS** to determine which university is the best fit for you as well as application requirements and transfer process.
⇒ **JOB SHADOW** and **NETWORK WITH PROFESSIONALS** in positions you wish to obtain .
⇒ Participate in **CAMPUS CLUBS** to gain teamwork and leadership skills.
⇒ Gain experience through **VOLUNTEERING** with organizations such as crisis hotlines, Big Brother or Sister, Special Olympics, summer camps, service groups, etc.
⇒ Learn to **WORK WELL** with different types of people.
⇒ Practice interpersonal, small group and public speaking **COMMUNICATION SKILLS**
⇒ Become fluent in a **SECOND LANGUAGE** to serve clients who may not speak English.
⇒ Cultivate the desire to **HELP OTHERS**.
⇒ Acquire knowledge of **GOVERNMENT AND COMMUNITY RESOURCES** available for those in need.

WHAT SKILLS DO I NEED?

⇒ **Active Listening** — giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
⇒ **Social Perceptiveness** — being aware of others' reactions and understanding why they react as they do.
⇒ **Service Orientation** — actively looking for ways to help people.
⇒ **Speaking** — talking to others to convey information effectively.
⇒ **Critical Thinking** — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

PREFERRED WORK STYLES INCLUDE:

⇒ **Self Control** — maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
⇒ **Concern for Others** — being sensitive to others' needs and feelings and being understanding and helpful on the job.
⇒ **Integrity** — being honest and ethical.
⇒ **Stress Tolerance** — accepting criticism and dealing calmly and effectively with high stress situations.
⇒ **Dependability** — being reliable, responsible, and dependable, and fulfilling obligations

For more information about careers, education and training requirements, salary data, and job outlooks visit www.onetonline.org, www.bls.gov or www.labormarketinfo.edd.ca.gov/OccGuides.