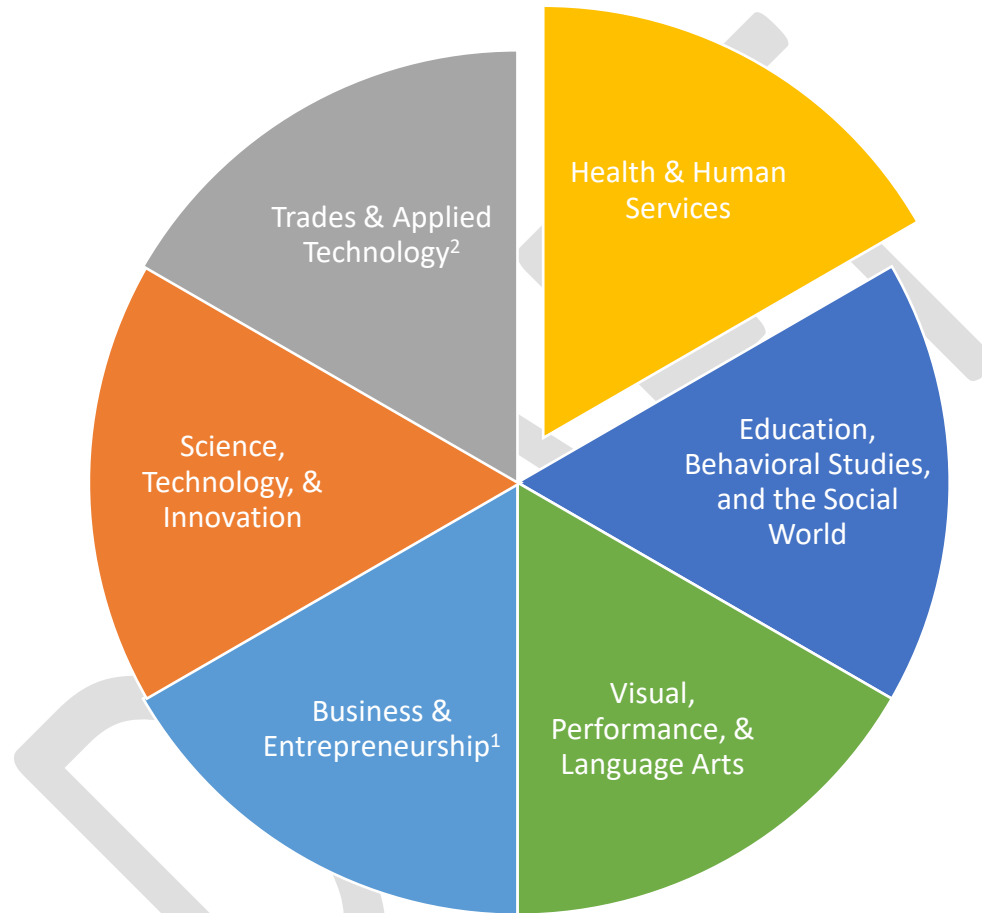


Proposed Areas of Emphasis at Solano College, version 1.28.2019



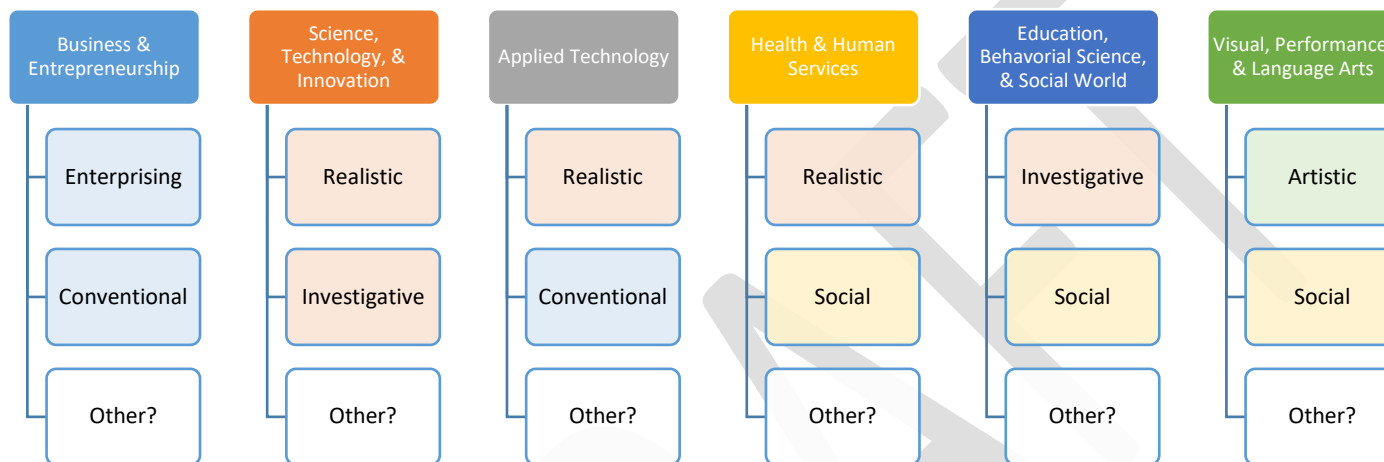
1. Proposed elimination of Entrepreneurship: consider change to Business & Management. (GP Meeting 1.18.2019)
2. Proposed elimination of “Trade”: consider change to Applied Technology. (GP Meeting 1.18.2019)

1.10.2019 Workgroup recommendations for Areas of Emphasis and corresponding awards.

| Business & Entrepreneurship | Science, Technology, & Innovation | Trades & Applied Technology** | Health & Human Services | Education, Behavioral Studies, & the Social World | Visual, Performance, & Language Arts |
|--|---|---|--|---|--|
| <ul style="list-style-type: none"> • Account Clerk • Administrative Assistant* • Business • Business Insurance: Property and Casualty • Computer Applications Specialist • Computer Programming • Cosmetology • Database Specialist • Economics • Insurance Specialist • Management • Marketing • Medical Front Office Clerk* • Medical Office and Coding Specialist* • Microcomputer Applications • Microsoft Office Master • Microsoft Office Specialist • Real Estate • Retail Management • Small Business Management • Soft Skills for Technicians • Web Developer • Web Development & Administration • Web Programmer | <ul style="list-style-type: none"> • Anthropology* • Astronomy • Biology • Biomanufacturing • Biotechnology Laboratory Asst • Chemistry • Computer Forensics (Criminal Justice) • Computer Programming • Drafting & Design Technician • Engineering • General Science • Geography* • Horticulture & Plant Science • Industrial Biotechnology • Mathematics • Mechatronics • Microcomputer Applications • Physics • Survey & Civil Drafting Technician • Water & Wastewater Technology | <ul style="list-style-type: none"> • Airframe & Powerplant Maintenance Technician • Airframe Maintenance Technician • Automotive Technician • Automotive Transmissions and Transaxles • Corrections * • Cosmetology* • Drafting & Design Technician* • Electrical & Body Systems • Emergency Medical Technician I* • Fire Technology* • Industrial Technician (Welding) • Landscape Worker • Law Enforcement* • Liberal Studies for Education* • Maintenance & Light Repair (Automotive) • Mechatronics • Powerplant Maintenance Technician • Survey & Civil Drafting Technician* • Technician (Welding) • Water & Wastewater Technology* • Welding Technician | <ul style="list-style-type: none"> • Administrative Assistant* • Administration of Justice • ASL-Interpreter Training (ASL) • Associate Teacher (CDFS) • Certified Nursing Assistant • Corrections • Criminal Justice • Early Childhood Education (CDFS) • Emergency Medical Technician I • Fire Technology • Fire Technology • Fitness Professional • Human Services • Kinesiology • Law Enforcement • Medical Front Office Clerk* • Medical Office and Coding Specialist* • Nursing, Registered • Nutrition & Dietetics • Psychology* • Social Justice • Sports Medicine/Fitness Science • Sports Medicine/Fitness Science • Wellness & Self-Development | <ul style="list-style-type: none"> • Anthropology* • Archaeology • Art History* • Associate Teacher (CDFS) • Computer Forensics (Criminal Justice) • Corrections • Criminal Justice • Cultural Anthropology • Early Childhood Education (CDFS) • Geography* • History • Law Enforcement • Liberal Studies for Education • Linguistics • Political Science • Psychology* • Social Justice • Social Sciences • Sociology | <ul style="list-style-type: none"> • ASL-Interpreter Training (ASL) • Art History* • Graphic Design & Illustration • Studio Arts • English • Sports Broadcasting • Foreign Language • Communication Studies • Instrumental (Music) • Spanish • French • Film & Television • Journalism • Music • Photography • Theater Arts • Theater Arts—Technical • Theory-Composition (Music) • Vocal (Music) |

Holland Types and how they might inform exploration of proposed Areas of Emphasis

If we regard the general descriptors of the Holland Types, we can see some rough equivalencies between them and the proposed Areas of Emphasis. Here is one way to look at them (I assume others may have additional input, hence the generic “other” category):



Existing career placement exams, including Career Coach (CCCMYPath), use the Holland Types. Career Coach offers two (2) career assessments: a six question tool and a sixty question tool both of which correlate to Holland Types. The six questions are:

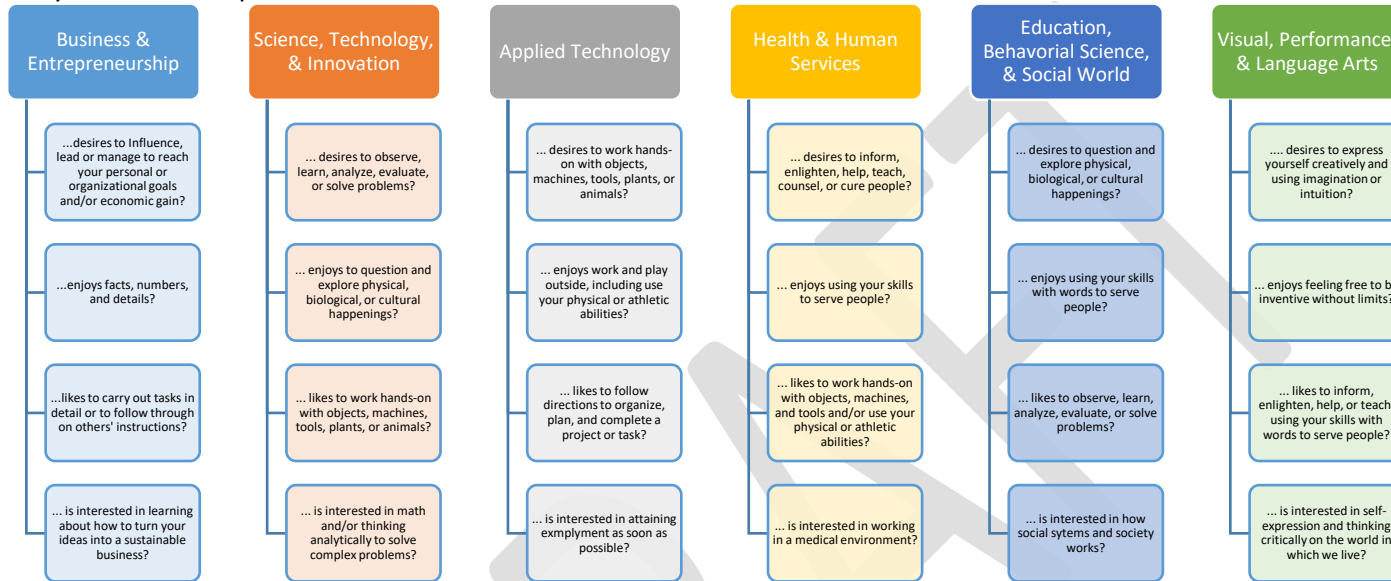
“Do you think you would like to...

1. Work hands-on with objects, machines, tools, plants, or animals; work and play outside; use your physical or athletic abilities. (Realistic)
2. Observe, learn, analyze, evaluate, or solve problems; question and explore physical, biological, or cultural happenings. (Investigative)
3. Express yourself creatively; use imagination or intuition; feel free to be inventive without limits. (Artistic)
4. Inform, enlighten, help, teach, counsel, or cure people; use your skills with words to serve people. (Social)
5. Influence, lead or manage; reach your personal or organizational goals. (Enterprising)
6. Work with facts, numbers, and details; follow directions to organize, plan, and complete a project or task. (Conventional)”

The GP Steering Committee urged the development of a correlation between the proposed Areas of Emphasis, the questions derived from the 1.11.2019 workgroup, and standard career placement models which use Holland Types. Counseling and the Career Center have already provided additional resources for how they already apply Holland Types to our programs.

Here is one way questions associated with the Holland Types might conform to our proposed Areas of Emphasis:

“Are you the kind of person who...



What might the student experience be like?

