

COUN 101: CAREER/LIFE PLANNING & PERSONAL EXPLORATION

Originator

scooper

Co-Contributor(s)**Name(s)**

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Justification / Rationale

Updated grading method to student option per J. Learned approval; add statement in schedule description to reflect this grading method - rb 06.08.22

Effective Term

Fall 2022

Credit Status

Credit - Degree Applicable

Subject

COUN - Counseling

Course Number

101

Full Course Title

Career/Life Planning & Personal Exploration

Short Title

LIFE PLAN/PERS EXPLO

Discipline**Disciplines List**

Counseling

ModalityFace-to-Face
100% Online
Hybrid**Catalog Description**

This course is designed to teach strategies for success to promote academic and lifelong learning through the integration of career and academic planning. Topics include: intensive career investigation; assessment of interests, personality, skills, values, and other personal qualities that coincide with educational and career success; application of career and lifespan development theory; psychological and social issues that impact career and life choices; decision-making; time management; goal setting; learning and life management strategies; job search and career building techniques. The course emphasizes on empowering students to take charge of their academic, career, and personal decisions through the integration of career exploration and individual educational planning. (Letter Grade, or Pass/No Pass option.)

Schedule Description

This course is for students who are undecided about their major or career path, are in career transition, and/or are looking for ways to achieve academic and career success. This includes an in-depth analysis of one's values, interests, abilities and personality; including goal setting, career research and taking responsibility for one's academic, career, and personal success. Students may choose the Pass/No Pass grading option.

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

Advisory: ENG 061 & RDG 061

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Fabricant, F, Miller, J, Stark, D.

Title

Creating Career Success: A Flexible Plan for the World of Work

Publisher

Wadsworth Cengage Learning.

Year

2014

College Level

Yes

ISBN #

ISBN-13: 978-1133313908

Resource Type

Book

Author

Downing, Skip

Title

On Course: Strategies for Creating Success in College and in Life

Edition

Eighth

Publisher

Cengage Learning

Year

2016

College Level

Yes

ISBN #

9781305397477

Resource Type

Book

Author

Sukiennik, D., Raufman, L., Bendat, W.

Title

The Career Fitness Program Exercising Your Options

Edition

Eleventh

Publisher

Pearson

Year

2016

College Level

Yes

ISBN #

ISBN-13: 978-0321979629

Resource Type

Manual

Author

College of the Desert

Title

Catalog , 2021-2022 ed.

Publisher

Palm Desert: College of the Desert

Year

2016-08-01

Class Size Maximum

30

Entrance Skills

Employ basic vocabulary and style.

Requisite Course Objectives

ENG 061-Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

RDG 061-Read a variety of texts fluently.

Entrance Skills

Develop, organize and express ideas in paragraph and essay form.

Requisite Course Objectives

ENG 061-Use theses to organize paragraphs into coherent analyses.

RDG 061-Write organized summaries reactions that capture main idea and supporting details.

Entrance Skills

Read texts and respond in writing at the literate level.

Requisite Course Objectives

RDG 061-Write organized summaries reactions that capture main idea and supporting details.

Entrance Skills

Apply standard rules of grammar, punctuation, and mechanics in written responses.

Requisite Course Objectives

ENG 061-Recognize features of style such as purpose, audience and tone integrate these elements into academic and professional writing.

Entrance Skills

Compose simple, organized responses to readings.

Requisite Course Objectives

ENG 061-Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

RDG 061-Read a variety of texts fluently.

Entrance Skills

Practice fundamental study skills and learning habits.

Demonstrate the ability to participate in class discussions and assigned projects.

Requisite Course Objectives

ENG 061-Demonstrate the ability to think critically and express ideas using various patterns of development.

RDG 061-Use SQ3R /or SOAR along with outlining, note-taking, mapping summarizing and other strategies to prepare, read, comprehend expository text.

Entrance Skills

Use the dictionary and other reference materials in and outside the library.

Requisite Course Objectives

ENG 061-Demonstrate the ability to use research skills including library resources such as books, periodicals, electronic databases and online resources such as the internet.

Course Content

I. Understanding the Career Development Process

A. Stages of Career Development

B. Adult Development Theories

C. Career Development Theories

D. Decision-Making Skills and Strategies

E. Lifespan Transitions and Emotional Impact of Change

II. Overcoming Barriers to Success

A. Goal Setting

B. Time Management

C. Stress Management

D. Health & Wellness

- E. Positive Communication Skills
- F. Positive Self-esteem
- G. Work & Family Balance
- H. Career Motivation
- III. Work Behavioral Styles
 - A. Personality Styles/Preferences
 - B. Temperament Style
 - C. Learning Styles
 - D. Emotional Intelligence
 - E. Celebrating Diversity in the Workplace
 - F. Conflict Management
- IV. Identifying Career Related Skills
 - A. Functional/Transferable Skills
 - B. Adaptive/Self-management Skills
 - C. Work Content Skills /Special Knowledge
- V. Standardized Career Interests Surveys
 - A. Myers-Briggs Type Indicator
 - B. Strong Interest Inventory
 - C. Holland Codes
- VI. Values Clarification
 - A. Your Identity
 - B. Early Messages
 - C. Cultural Implications
 - D. Life Style Alternatives
 - E. Value of Education/College Degree
- VII. Sources of Career Information
 - A. Electronic Sources
 - B. Reference Books and Materials
 - C. Informational Interviewing
 - D. Networking
 - E. Campus and District Resources
 - F. Educational Planning (Comprehensive SEPP)
- VIII. Societal trends, cultural norms and biases that affect career choice
 - A. Cultural and experiential diversity
 - B. Job Satisfaction and success in multi-generational and diverse work settings
 - C. Financial planning throughout the lifespan
- IX. Decision Making
 - A. Decision Making Style
 - B. Decision Making Models/Strategies
 - C. Assessing Tolerance for Risk
 - D. Taking Ownership of Educational Path
- X. Personal and Educational Development for Career and Life Planning
 - A. Identity and Cultural Identity
 - B. Intrapersonal Development and Skills
 - 1. Empathy and Active Listening
 - 2. Critical Versus Constructive Feedback
 - 3. External Versus Internal Locus of Control
- XI. Educational Planning
 - A. Connecting career research with academic program of study
 - B. Associate Degree Requirements
 - C. Certificate of Achievement and Skill Awards

D. Transfer Process for California State University (CSU), University of California (UC), local CTE programs, and private/independent universities

XII. Academic, career, personal goal setting

A. Goal Setting (e.g. short term and long-term, SMART or DAPPS goals)

1. SMART (Specific, Measurable, Achievable, Relevant, Timely)

2. DAPPS (Date, Achievable, Personal, Positive, Specific)

B. Creating Work/School-Life Balance

XIII. Occupational Trends

A. Non-Traditional Careers

B. Economic Indicators

C. Employment Trends

XIV. Resumes and Cover Letters

A. Personal History: Organizing Skills & Experience

B. Position and Company Research

C. Appropriate & Effective Formats

D. Composing, Critiquing, and Revising

XV. Interviewing

A. Preparation: Using Position and Company Research, Practice Questions

B. Personal Sales Pitch & Employers Expectations

C. Stages of the Job Interview

D. Types of Interviews

E. Handling Difficult Questions

F. Salary Negotiations

G. Follow-up

XVI. Job Search Techniques

A. Resources for the Job Search

B. Using the Internet for Job Search

C. Starting Your Own Business

D. Creating Professional Portfolio

XVII. Leadership Skills

A. Advocacy Skills

B. Negotiation and Conflict Management

C. Cooperation with Teamwork

D. Professional Ethics

Course Objectives

	Objectives
Objective 1	Relate adult development theory to personal experience and examine the psychological, sociological, physiological, and environmental changes that impact a human being over the life span.
Objective 2	Identify and assess personal learning styles and academic skills (e.g. study skills, time management, and note-taking), then use this assessment to identify potential obstacles to college success for the purpose of being able to create short-term and long-term goals.
Objective 3	Demonstrate knowledge of interests and personality styles by explaining how the individual's results from standardized interest and personality assessments fit him/her/them.
Objective 4	Identify individual skills, skills preferences, and values and explain how these influence personal career planning.
Objective 5	Compare knowledge of self, including skills, values, interests, and personality with characteristics of selected occupations to assess match.
Objective 6	Identify potential obstacles to career and/or college success for the purpose of creating short-term and long-term goals.
Objective 7	Demonstrate an understanding of the purposes and components of a cover letter and a resume.
Objective 8	Identify and apply self-management skills including stress management and an awareness of the elements necessary for healthful living; connect these techniques to available student support services on campus.

- Objective 9 Use the process of informational interviewing for the purpose of information gathering and networking.
- Objective 10 Demonstrate confidence in a mock interview situation.
- Objective 11 Demonstrate and integrate the knowledge of employment trends and future opportunities into career choice decisions by conducting research on a specific career and composing an integration paper including conclusions about career fit.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

- Outcome 1 Produce a resume in an assigned format.
- Outcome 2 Research a career of interest and explain conclusions about compatibility with inventory results.
- Outcome 3 Develop a short-term or long-term goal with coinciding action plan for the purpose of personal, educational, or career success.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Lecture	Demonstration Individualized instruction Show instructional videos Lecture Discussion
Discussion	Large group, small group, paired and self-reflective discussions regarding course content and lecture topics.
Participation	Weekly Discussions, homework assignments, and readings
Role Playing	Videotaped/live practice interviews
Experiential	Guest speakers
Collaborative/Team	Facilitates group activities
Self-exploration	Interpretation of assessment instruments
Individualized Study	Individualized feedback on student work
Activity	Student presentations- pair/ share, small group and large group presentations on careers, colleges, time management , bugeting and mindset.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	WRITING ASSIGNMENTS AND/OR PROFICIENCY DEMONSTRATION (skill-based courses) Compose a vocational autobiography and/or dream job description. Compose a written description of personal accomplishments and/or work/life experience and skills.	In and Out of Class
Term or research papers	Term or Research Paper Develop questions to gather information about a specific career through an informational interview and compose a detailed summary of what is learned from the interviewee.	In and Out of Class
Student participation/contribution	Weekly online discussions	In and Out of Class
Mid-term and final evaluations	Summative assessments of student portfolios.	In and Out of Class

Other	Written assignments, journals, and a résumé. Classroom presentations. Participation in small group activities. Mock interview. Completing an informational interview. Participating in two hours of counseling to interpret the Myers-Briggs Type Indicator, Strong Interest Inventory, and the Career Beliefs Inventory. Completing career research on EUREKA. Participating in library instruction (online – databases and print) resources.	In and Out of Class
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Assignments

Other In-class Assignments

Class Work

- Exams/Tests
- Group Projects
- Homework
- Papers
- Portfolios
- Quizzes
- Research Projects
- Oral and/or online presentations
- Field Survey Report (oral and written)
- Resume & Cover Letter (draft, workshop, revision)
- Class/on-line discussion participation

Other Out-of-class Assignments

1. Personal and Career Assessments, Interpretation and Integration
2. Occupational Research utilizing campus resources.
3. Employment Preparation Activities
4. Eighteen (18) Reaction Papers
5. Journal Entries
6. Assigned Reading in the Textbooks and Supplementary Literature
7. Class Participation and Assignments Requiring and Developing Critical Thinking Skills
8. Résumé
9. Cover Letter
10. Video Mock Interview

Grade Methods

Student Option

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations

Private messages
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

Direct e-mail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Other Information**COD GE**

C2 - Social and Behavioral Science
C5 - Personal Growth and Development

CSU GE

E - Lifelong Understanding and Self-Development

MIS Course Data**CIP Code**

32.0105 - Job-Seeking/Changing Skills.

TOP Code

493010 - Career Guidance & Orientation

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

09/16/2021

Academic Senate Approval Date

09/23/2021

Board of Trustees Approval Date

10/21/2021

Chancellor's Office Approval Date

02/15/2022

Course Control Number

CCC000187247