

Course Outline of Record

1. Course Code: COUN-012
2.
 - a. Long Course Title: Career/Life Planning & Personal Explor
 - b. Short Course Title: LIFE PLAN/PERS EXPLO
3.
 - a. Catalog Course Description:

This course is designed to cover theories and concepts of values, interests, skills, and personality as applied to the career and life planning process. It assists students to establish life, career, educational, and personal goals and to develop plans and strategies to meet those goals.
 - b. Class Schedule Course Description:

This course is designed to cover theories and concepts of values, interests, skills, and personality as applied to the career and life planning process. Students may choose the Pass/No Pass grading option.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - COD GE Pattern
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: Yes
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Advisory: ENG 061 and
 Advisory: RDG 061
6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*
 - a. Sukiennik, D., Raufman, L., Bendat, W. (2016). *The Career Fitness Program Exercising Your Options* (Eleventh/e). Pearson .
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - b. Downing, Skip (2016). *On Course: Strategies for Creating Success in College and in Life* (Eighth /e). Cengage Learning. ISBN: 9781305397477
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - c. Fabricant, F, Miller, J, Stark, D. (2014). *Creating Career Success: A Flexible Plan for the World of Work* Wadsworth Cengage Learning..
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - d. College of the Desert. *Catalog , 2016-2017 ed.*. Palm Desert: College of the Desert , 08-01-2016.
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Employ basic vocabulary and style.
 - RDG 061 - Demonstrate understanding of main idea, details, relationships, and patterns of organization in expository writing.
 - ENG 061 - Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.
 - b. Develop, organize and express ideas in paragraph and essay form.
 - ENG 061 - Use theses to organize paragraphs into coherent analyses.

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- RDG 061 - Write organized summaries and responses to what she reads.

c. Read texts and respond in writing at the literate level.

- RDG 061 - Demonstrate understanding of main idea, details, relationships, and patterns of organization in expository writing.
- RDG 061 - Demonstrate an ability to analyze and respond critically to expository writing.

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

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

e. Compose simple, organized responses to readings.

- RDG 061 - Demonstrate an ability to analyze and respond critically to expository writing.
- RDG 061 - Write organized summaries and responses to what she reads.
- ENG 061 - Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

f. Practice fundamental study skills and learning habits.

- RDG 061 - Identify familiar types of readings and study strategies used in the content areas.

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

- RDG 061 - Demonstrate understanding of main idea, details, relationships, and patterns of organization in expository writing.
- ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.

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

- 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.

8. Course Content and Scope:

Lecture:

1. Time Management and Organization
2. Stress Management
3. Assessments: Making career decisions based on the theories of Carl Jung and John Holland. Evaluating barriers to career choices with John Krumboltz's Career Beliefs Inventory.
4. Human Development
 1. Life Problem Solving
 2. Identification of Personal patterns
 3. Values Clarification (Personal and Work)
5. Career Planning
 1. Labor Market Research
 2. Job Search (Résumé, Cover Letter, Interviews)
 3. Self Merchandising Techniques
 4. Utilize Computer Technology for College/Career Research
6. Impact on Society as a Whole and Personal Health Issues Related to Career and Life Planning Choices
7. Culture – Diversity in the Workplace

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1. Identify their personality type and interests to determine a career path.
2. Differentiate between goals which have been predefined by others.
3. Adapt new study skills for academic/career/job search objectives.

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10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Appraise and describe their academic and vocational skills, needs, personality, values and interests.
- b. Utilize decision-making strategies that can be applied throughout life.
- c. Demonstrate comprehensive research skills including national and local labor market trends.
- d. Develop and maintain a portfolio of self-merchandising strategies and techniques.
- e. Develop short and long term academic, career, and personal goals.
- f. Describe the effects of career and life decision making on one's physiological, social and psychological integration.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Discussion
- b. Distance Education
- c. Lecture
- d. Participation

Other Methods:

a. Transparencies b. Power Point c. Videos d. Guest Speakers e. Computer Research

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. 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

b. In-class Assignments

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13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Written homework
 - Summaries and reflections of readings and assessments
- Mid-term and final evaluations
- Student participation/contribution
 - Weekly online discussions
- Other
 - a. Written assignments, journals, and a résumé
 - b. Classroom presentations
 - c. Participation in small group activities
 - d. Mock interview
 - e. Completing an informational interview
 - f. Participating in two hours of counseling to interpret the Myers-Briggs Type Indicator, Strong Interest Inventory, and the Career Beliefs Inventory.
 - g. Completing career research on EUREKA
 - h. Participating in library instruction (online – databases and print) resources.

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

CSU GE Area E: Lifelong Understanding and Self-Development

E - Lifelong Understanding and Self-Development

PO-GE C5 – Personal Growth and Development

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Exhibit habits of intellectual exploration, personal responsibility, and well being.

IO - Personal and Professional Development

Develop realistic goals.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

1. Strong Interest Inventory
2. Myers-Briggs Personality Type Indicator
3. Career Beliefs Inventory
4. Journal
5. Self Directed Search

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Add an additional Text Book Option. This additional text covers all topics identified in the course outline of record except stress. Stress will be covered using a different resource.

20. a. Cross-Listed Course (*Enter Course Code*): COUN-012
b. Replacement Course (*Enter original Course Code*): STDV-012

21. Grading Method (*choose one*): Pass/No Pass Optional

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000187247
- b. T.O.P. Code [CB03]: 493010.00 - Career Guidance and Orien
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: B = Transfer CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
 - l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): COD

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

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N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Elise, D King Origination Date 10/26/16