College of the Sequoias
COLLEGE ASSOCIATE DEGREE COURSE OUTLINE

SUBJECT AREA AND COURSE NUMBER: COUN 100

COURSE TITLE: CAREER PLANNING

UNITS/HOURS
Units: 3

Hours:
Lecture Hours Per Week: 3
Lab Hours Per Week: 
Activity Hours Per Week: 
Total Hours Per Week: 3

TOP Code: -

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
An introduction to career/life planning, including an exploration of interests, skills, values, personality traits, past experiences and life stages. Students will develop a career/life plan using gathered self-information, decision-making strategies, and an awareness of psychological, sociological and physiological factors related to career/life satisfaction. The course is approved for distance education format.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Distance Education
* Lecture and/or Discussion

METHODS OF EVALUATION:
A student’s grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Essay quizzes or exams
- Written essays or extended papers
- Portfolio Evaluation
- Multiple choice tests
- Short answer quizzes or exams
- Oral presentations
- Project
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Self-awareness
   a. Self esteem and life choices
   b. Roles in our lives
   c. Interest assessment
   d. Aptitude and skills identification
   e. Decision-making process
   f. Overcoming barriers

2. Career Awareness
   a. Identification of occupational clusters
   b. Matching individuals with occupational clusters
   c. Career information resources
   d. Researching occupational data
   e. Career trends in business and industry
   f. Development of a career plan

3. Job Search
   a. Interview strategies and skills
   b. Writing an effective resume
   c. Conducting a successful job search

4. Career/Life Satisfaction
   a. Psychological factors
   b. Sociological factors
   c. Physiological factors

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. develop a career plan based on results from various assessment tests.
2. research occupational data as it relates to career clusters and career trends.
3. identify life roles, aptitude and skills, interest, and personality traits with regards to career planning.
4. develop interview strategies and skills; write effective resume and cover letter.
5. identify psychological, sociological, and physiological factors for career and life satisfaction.

Student Learning Outcomes

Given that students will identify interests, personality traits, values and aptitudes for the selections of their career, students will be able to develop their own career plan by presenting a report or presentation with a 70% success rate.

A. Written essays or extended papers
B. Oral presentations
C. Project

Given that students will participate in development strategies for the decision making process, students will be able to create outcomes for success to overcome barriers by creating a presentation or written report with a 70% success rate.

A. Written essays or extended papers
B. Oral presentations
C. Project

Given that students will collect data through individual research projects, students will be able to students will be able to analyze and evaluate personal qualities and skills that are marketable and transferrable to specific career clusters and pass an assessment with a 70% success rate.

A. Essay quizzes or exams
B. Written essays or extended papers
C. Multiple choice tests
D. Problem solving quizzes or exams

Given that the students will receive instruction and coaching, students will be able to demonstrate personal communication skills necessary to be successful in the job interviewing process through an interview exercise or presentation with a success rate of 70%.

A. Skill demonstrations
B. Oral presentations
C. Project

Given the understanding of work and life satisfactions, students will be able to demonstrate how changes in the workforce and values correlate to success through written assessment or presentation with a success rate of 70%

A. Essay quizzes or exams
B. Multiple choice tests
C. Short answer quizzes or exams
D. Oral presentations
E. Project
F. Problem solving quizzes or exams

Institutional Outcomes

1. Communicate effectively for a given purpose within the specific context of a communication event.
2. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
3. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
4. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.

Assignments

Reading:

Students will have assigned reading from the textbook to establish critical thinking and exploration of career pathways.

Writing:

Students will research careers of interest and create a powerpoint presentation.

Homework:

Students will create a portfolio including a cover letter, resume, three letters of recommendation and accomplishments.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

**TEXTBOOKS:**

**MANUALS:**

**PERIODICALS:**

**MATERIALS FEE:** $0

**OTHER:**

DE Addendum
Course Number: 100                                      Course Title: CAREER PLANNING

Online

Address the following questions:

**Need/Justification**
How does the DE delivery of this class support the mission of the College? Research shows that student success courses such as this are effective in increasing retention and persistence among first-year college students. Delivering this class online would enable students who, due to work or family obligations, are unable to attend a place-based class. Online delivery in this class also supports learning for those students who prefer asynchronous communication patterns.

College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. The course will be delivered using the college's current course management system. Every effort will be made to make online content, whether text or media, available to all students. Students will only be directed to accessible websites essential to course content. The course must pass an accessibility test conducted by the COS DRC before it is made available to students.

College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success. Students will have access to instructional materials via the current COS course management system and/or one or more textbooks. Instructional materials will be in the form of text or multimedia, generated by the instructor, or in the form of legally obtained third-party content. Every attempt will be made to provide content in a combination of visual and auditory format.

**Course Quality Standards:** The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5, 55202). Identify any instructional method in the original course outline that must be adapted for distance education delivery. If there is a difference between instructional methods in a traditional face-to-face class and distance education delivery of the class, explain how you will maintain the quality of instruction. For example, if the original course outline calls for debate, how will you arrange for debate in the distance education environment?

The distinction between online and on-campus versions of this class will be minimal. Class discussions may be held in a variety of ways, including through discussion boards, online chats, wikis or blogs. Traditional lectures can be converted to podcasts, online videos, web pages, and even emails. In-class group work may be handled through discussion boards, wikis, blogs, emails, and chat. Feedback (student and instructor) may be handled through email, e-commenting features on software programs, Google docs, and discussion boards.

**Regular, effective contact:**
Please describe how you will ensure and document regular, effective contact with and among your students. Please include information about the types and frequency of your communication, including feedback to students on assignments, notifying students about how to contact you, notifying students about any unexpected instructor absence or expected delay in communications. Please refer to the COS Regular Effective Contact Policy.

**Announcements** - Students will be expected to respond to weekly announcements by logging in and participating in online discussions and/or assignments due.

**Chat room** - Students will be required to post discussion points in the chat room on a weekly basis.

**Discussion area/bulletin board** - Weekly discussions via the online discussion board.

**E-mail** - Weekly email to students. Responding to student emails within 48 hours.

**Frequently Asked Questions** - Students will be provided with instructors email and/or phone contact for frequently asked questions.

**Group Sessions** - Students may be required to participate in monthly group sessions.

**Instant Messaging** - Instructor may use instant messaging as a way to reach students.

**Orientation Sessions** - Instructor may begin the course with an orientation meeting.

**Other (please describe below)** - Weekly online course management system announcements.

**Telephone Conferencing** - Instructor may use telephone conferencing when needed.

**Text Messaging** - Instructor may choose text message as a way of communication with their students.

**Voice Mail** - Instructor may use voice mail, if available, in student/instructor contact.

**Workshops** - Instructor may choose to offer workshops if applicable.

**Written Correspondence** - Instructor may choose written correspondence as a way of contact with their students.

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**DATE:** 03/13/2010