

# COUN 101: CAREER/LIFE PLANNING & PERSONAL EXPLORATION

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**Originator**

scooper

**Justification / Rationale**

Adding OER resources

**Effective Term**

Fall 2024

**Credit Status**

Credit - Degree Applicable

**Subject**

COUN - Counseling

**Department**

Counseling &amp; Advising

**School**

Counseling Services

**Course Number**

101

**Full Course Title**

Career/Life Planning &amp; Personal Exploration

**Short Title**

LIFE PLAN/PERS EXPLO

**Discipline****Disciplines List**

Counseling

**Modality**

Face-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

**Class Size Maximum**

30

**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

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**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

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**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

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**Resource Type**

Manual

**Author**

College of the Desert

**Title**

Catalog , 2021-2022 ed.

**Publisher**

Palm Desert: College of the Desert

**Year**

2016-08-01

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**Resource Type**

Book (Recommended)

**Open Educational Resource**

Yes

**Author**

Dave Dillion

**Title**

Blueprint for Success in College and Career

**Edition**

v 1.4

**Publisher**

Rebus Community ebook

**Year**

2021

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**Resource Type**

Book (Recommended)

**Open Educational Resource**

Yes

**Author**

Amy Baldwin

**Title**

College Success

**Edition**

N/A

**Publisher**

OpenStax

**Year**

2020

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**For Text greater than five years old, list rationale:**

The textbook *Creating Career Success: A Flexible Plan for the World of Work* remains current and applicable to this course and there have been no recent editions.

**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 , budgeting 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 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

**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**

Stand-alone

**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**

Yes

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

## Approvals

**Curriculum Committee Approval Date**

11/07/2023

**Academic Senate Approval Date**

11/09/2023

**Board of Trustees Approval Date**

12/15/2023

**Chancellor's Office Approval Date**

02/05/2024

**Course Control Number**

CCC000642377