COLLC100 : Student Success Career Pathway

General Information

Author:	- Rene Mora - Small, Christine - Hamilton, Karee
Course Code (CB01) :	COLLC100
Course Title (CB02) :	Student Success Career Pathway
Department:	Counseling
Proposal Start:	Fall 2020
TOP Code (CB03) :	(4930.10) Career Guidance and Orientation
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000573017
Curriculum Committee Approval Date:	12/06/2019
Board of Trustees Approval Date:	03/12/2019
External Review Approval Date:	03/12/2019
Course Description:	This classroom-based guidance experience teaches students a quantifiable decision-making process that helps them identify and plan for their education and career goals. Students explore academic interests, skills, values, and personality types, and research employers and industries. Students improve public speaking and interview skills through practice, familiarize themselves with college and job search tools, and learn goal setting. The culmination of this process is the development of an internet-based education and career ten-year plan that can be used for advisory and academic coaching purposes and updated as needed.
Submission Type:	We changed course code/name/descriptor from PDEV C100 to COLL C100 so that all courses in the Counseling Department would have the same course code/name/descriptor, COLL. Two contributors were added to the course. ENGL C070 was removed as an Advisory for this course.This course was last assessed fall 2018 and all SLOs were met. This assessment had no impacts on this revision. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	- Administration of Justice (Police science, corrections, law enforcement) - Counseling - Education - English - Graphic Arts (Desktop publishing) - Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy) - Industrial Technology (Foundry occupations) - Labor Relations - Library Technology

- Library Science
- Occupational Therapy Assisting
- Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)
- Physical Education
- Retailing (Purchasing, merchandising, sales)
- Sociology

Bachelors or Associates Discipline Preferred: No value

Additional Bachelors or Associates Discipline Preferred: No value

Course Formerly Known As

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☑ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Adding credit by exam in order to facilitate articulation with the high school.

Retake Policy Description

Type:|Non-Repeatable Credit

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☐ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC070 - Introductory Composition

ENGL C070 requires that students be able to write compositions with clear organization, thesis, topic sentences, keywords, transitions, and sufficient, logical supporting details. It also requires that students be able to construct text-based essays based on the reading of college-level sources in a wide variety of rhetorical modes, such as summary, analysis, compare/contrast, categorization, description, narration, exposition, and argument. ENGL C070 also requires that students write clear and grammatically-correct prose, free of both major and minor errors and be able to revise substantively, making significant changes in structure, focus, and style as appropriate for purpose and audience.

Students who have completed the advisory ENGL C070 and take COLL C100 will be better able to read and comprehend a college-level textbook explaining various theories of personality and interest, motivation, lifestyle choices, and skill sets related to career choice and preparation for career.

Students who have completed the advisory ENGL C070 will be better able to critically analyze their own preferences, motivation, lifestyle choices, and current and expected skill sets through text and online assignments. Additionally, they will be better able to write in a clear and organized manner free from errors.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	Students work in the Career Choices Workbook and must provide all answers in complete sentences, including the work done on the 20 Chapter Vocabulary words. Students also do written work online on my 10-year plan document.

Methods of Instruction	Project-based learning
Rationale	Students complete a research project on three possible Career Choices during Chapter 6 of the Textbook. Students complete the online ten-year plan summary and/or portfolio report.

Methods of Instruction	Presentations (by students)
Rationale	Students participate in a class presentation to become familiar with preparing and delivering a presentation to an audience. They also participate in class presentations on the group work that they have completed throughout the course.

Methods of Instruction	Problem Solving
Rationale	Students research cost of living/lifestyle, then create budgets accordingly. They also research careers and set goals as they relate to their prepared budgets. Students work through the simulated problems of fictitious characters in the Career Choices textbook and go through the decision making steps to help solve their problems, especially noted in Chapter 7. Students are also instructed on creating their own future budget, finding a career that would meet that budget and/or modifying their budget and lifestyle choices. Students must also design a "hard times" budget in case of disaster or injury.

Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, such as overhead, whiteboard, outside readings and videos.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Exams are given to check knowledge of material covered, like vocabulary tests.

Methods of Instruction	Group Work
Rationale	Students participate in groups to work through scenarios on various subjects cover in the textbook and present their findings to the rest of the groups.

Methods of Instruction	In-class writing
Rationale	The instructor includes a variety of in class writing assignments relating to the topics being covered. During Chapter 6, students will be writing a letter to a business person to be able to 'shadow" them for a day and learn how to formulate an appropriate business letter using Microsoft Word Templates. Students also create a resume.

Methods of Instruction	Audiovisual
Rationale	Short videos are used to reinforce theory and other course related concepts. Motivational videos featuring Dain Blanton provided through the Career Choices and Changes Curriculum as well as other relevant videos from TED talks and YouTube.

Methods of Instruction	Discussion
Rationale	Students participate in small group and class discussions of material covered to work through the issues that students might face as they develope/complete the folllowing: • A work ethic • College or trade school options research • Career path selection • Manage a budget • Predict and manage what their future might become

Assignments

- Read text and complete exercises such as the Work Values Summary, Who Am I, and Lifestyle Budget Profile. Write 250-500 word essays and responses to prompts describing educational, career, and lifestyle scenarios. Complete a personal profile detailing values, educational interests, lifestyle and work preferences, and reverse lifeline. Complete a comprehensive budget. Complete 10-year educational and career plan. Deliver an oral presentation describing the process and outcomes of the 10-year educational and career plan.

Methods of Evaluation	Rationale
Homework	Completion of required assignments. Completion of written assignments that provide data for the development of the online education and career ten-year plan. Determination of a career choice/program of study, an informed, declared major, and an education plan. Rubric is used.
Participation	Participation in classroom and online discussions.
Project	Final Project/Exam: The online ten-year Plan Summary and /or Portfolio report. Rubric is used.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Bingham, M. & Stryker, S.. (2012) Career Choices and Changes, 5th edition, Academic Innovations			

Other Instructional Materials	
Description	The Myers & Briggs Foundation. Myers Briggs Type Indicator , 2016 ed. -- Myers Briggs Used as a personality indicator and matches personality with career interest. The Myers & Briggs Foundation	2815 NW 13th St., Suite 401	Gainesville, FL 32609	All rights reserved 2016 Truity Psychometrics. Holland Code Career Test , 2012-2016 ed. -- Matches student interests with careers.
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Identify personal principles and values.

Describe in writing how to use the visioning techniques to develop career goals.

Create a personal profile of goals.

Assess current skills and identify the gaps to reaching goals.

Identify areas for development based on a current job description in a desired field.

Describe the problem-solving model to develop a plan to meet goals.

Complete a decision-making matrix based on research related to a chosen field.

Create a personal budget profile based on specific industry sector information.

Analyze and describe budget impact on future decision making.

Create a 10-year personal plan that includes appropriate training and skills required to attain stated goals.

Identify tools to research future career fields.

Deliver an oral presentation describing the planning and goal-setting process and the decision-making structure used to create the personal planning profile and 10-year plan.

CSLOs

Describe the long-term goal setting process defined in the text and how it can be used to develop career goals.   Expected SLO Performance: 70.0

Identify strengths, abilities, and talents and connect to careers through various assessments.   Expected SLO Performance: 70.0

Evaluate possible career choices based on various factors such as personal lifestyle, satisfaction, and level of happiness.   Expected SLO Performance: 70.0

Develop personal and career goals by creating a ten-year plan that focuses on goal setting and evaluation.   Expected SLO Performance: 70.0

Outline

Course Outline

I. Career and life skills
    a. Short- and long-term goal development
        i. Integration of values, needs, inventories, and goals
        ii. Educational options for career goals
        iii. Job vs career
        iv. Quantitative action plans
    b. Decision-making strategies
        i. Identifying choices
        ii. Gathering information
        iii. Evaluating choices
        iv. Decision-making model and rubric
        v. Making a decision
        vi. Keeping your options open
    c. Career research skills
        i. Terminology related to career and educational planning
        ii. Historical view of careers
        iii. Theoretical foundations for career exploration
        iv. Career theories
        v. Personal and occupational inventories
        vi. Career clusters
    d. Financial literacy development
        i. Budget management

          ii. Lifestyle budget

          iii. Hard times budget

          iv. Expenses

          v. Salary

          vi. Savings

    e. Employability strategies and techniques

          i. Skills inventory and the job search process

          ii. Resume

          iii. Cover letters

          iv. Networking

          v. Social media

          vi. Mock interviews

          vii. Making connections

II. Educational planning

    a. Skills, aptitudes, and attitudes needed to transition through post-secondary education into the workforce

          i. Skills identification

          ii. Skills inventory chart

          iii. O*NET skills definition

          iv. Embracing technology

          v. Flexibility

          vi. Transferable skills

          vii. Have a back-up plan

          viii. Affirmations

          ix. Traits to get ahead

          x. Six e's of excellence

    b. Study skills of the life-long learner

          i. Information recall

          ii. Note taking

          iii. Test-taking skills

          iv. Studying form textbooks

          v. Utilizing references

          vi. Reading for comprehension

          vii. Learning plans and goals

          viii. Adaptations for learning

          ix. Reflect

          x. Recall

          xi. Demonstrating your expertise

          xii. Making time to learn

          xiii. Learning plan rubric

          xiv. Checkpoints

    c. Quantitative skills inventory

    d. Campus resources

          i. Library

    e. Major selection

    f. Long-range education plan for both formal and informal educational opportunities

III. Personal and social development
- a. Self-reflection and analysis
  - i. Defining success
  - ii. Making career choices
  - iii. Strengths and personality
- b. Intra and interpersonal relationships
  - i. Working conditions
  - ii. Relationships at work
  - iii. Psychological rewards of working
  - iv. Mixing career and family
- c. Communication
  - i. Active listening
  - ii. Assertiveness
  - iii. Developing relationships
  - iv. Working effectively in small groups
  - v. Conversing and corresponding effectively
- d. Learning style
  - i. Visual (spatial)
  - ii. Aural (auditory)
  - iii. Verbal (linguistic)
  - iv. Physical (kinesthetic)
- e. Personal values and goal setting
  - i. Motivation
  - ii. Vision + energy = success
  - iii. Work value
  - iv. Identifying your passions
- f. Strategies for making changes in life and work direction
  - i. Mentors
  - ii. Setting priorities
  - iii. Attitude and experience
  - iv. Recognizing the need to change
- g. Self-mastery skills and resiliency
  - i. Techniques
  - ii. Delaying gratifications
  - iii. Facing fears and anxieties
  - iv. Overcoming roadblocks
  - v. Solving problems

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

No Value

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- E-mail
- Face-to-face meeting(s)

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value