Course Outline of Record Report
10/13/2021

PDEVC100 : Student Success Career Pathway

General Information

Author:	-
Course Code (CB01) :	PDEVC100
Course Title (CB02) :	Student Success Career Pathway
Department:	Counseling
Proposal Start:	Fall 2013
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:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	05/04/2016
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 advance 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. The personalized ten-year plan provides focus and motivation to succeed in college, at work, and in life.
Submission Type:	New Course
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 Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☑ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

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	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
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

Prerequisite

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. Also, that student 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, comparison/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 CO70 and take PDEV C100 will be better able to read and comprehend a college-level text book 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 CO70 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	No value

Methods of Instruction	Skills Development and Performance
Rationale	No value

Methods of Instruction	Project-based learning
Rationale	No value

Methods of Instruction	Presentations (by students)
Rationale	No value

Methods of Instruction	Problem Solving
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Methods of Instruction	Demonstration
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

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

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Bingham, M. & Stryker, S.. (2012) Career Choices and Changes, 4th 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 filed

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. Develop and actualize short and long-term goals
        B. Decision-making strategies Quantitative action plans
        C. Career research skills
        D. Financial literacy development
        E. Employability strategies and techniques
II. Educational Planning
        A. Identify the skills; aptitudes; and attitudes needed to transition through post-secondary education into the workforce
        B. Study skills of the life-long learner
        C. Quantitative skills inventory
        D. Campus resources
        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
        B. Intra and interpersonal relationships
        C. Communication
        D. Learning style
        E. Personal values and goal setting
        F. Strategies for making changes in life and work direction
        G. Self-mastery skills and resiliency

Delivery Methods and Distance Education

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 2 Face
Online
Hybrid
Interactive

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?

All assignments in distance education courses (online, hybrid and iTV) of COUN C100 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos, interactive simulations and written lecture notes.

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

discussion forums
learning management system message
chat
email
face2face
newsgroup/discussion board
phone
itv

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.

itv
learning management system
publisher

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