

Mt. San Jacinto College  
Integrated Course Outline of Record

Form B

|               |               |       |            |
|---------------|---------------|-------|------------|
| Submitted by: | Karen Cranney | Date: | 10/08/2020 |
|---------------|---------------|-------|------------|

| Department                           | Subject                                   | Course Number | Title                                                |
|--------------------------------------|-------------------------------------------|---------------|------------------------------------------------------|
| College Success and Career Readiness | College Success and Career Readiness CSCR | 116           | Integrative Career/Life Planning (formerly GUID-116) |

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.  
Each laboratory unit requires 3 hours per week of class time.  
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

|                               |                            |
|-------------------------------|----------------------------|
| <b>Lecture Units</b>          | <b>Total Units</b>         |
| 3.00                          | 3.00                       |
| <b>Lecture Contact Hours</b>  | <b>Total Contact Hours</b> |
| 48.00 - 54.00                 | 48.00 - 54.00              |
| <b>Lecture Homework Hours</b> |                            |
| 96.00 - 108.00                |                            |

Stand Alone:

|                    |
|--------------------|
| Program Applicable |
|--------------------|

AA/AS Degree General Ed Breadth Area(s):

|                                         |
|-----------------------------------------|
| E HEALTHFUL LIVING AND SELF-DEVELOPMENT |
|-----------------------------------------|

General Education Justification:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guid 116 is consistent with Area E because courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development and lifelong learning throughout life's stages. It fits with GELO1: exhibit and value the impact of lifestyle behaviors on human health and wellness as students will examine their interests, personality types, and evaluate them on their lifestyle behaviors. The course also meets GELO3: develop a plan to meet their own personal health and wellness goals and/or the goals of others. Guid 116 teaches goal setting for career fitness as well as health and wellness. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                   |                                                                                                                                                   |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Maximum Enrollment:               | 35                                                                                                                                                |
| Maximum Enrollment Justification: | Course requires significant individualized instruction or assessment – check all that apply:<br>* Course requires 3 or more oral presentations by |

each student per semester.

- \* Course relies on small group dynamics as a means of instruction or assessment.
- \* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: This course does require quite a bit of individualized counseling; therefore, increasing the class size to anything larger would compromise the individual attention that each student gets.

**Grading Method:**  
**TOP code:**

Letter Grade or P/NP  
4930.12

**Can be Taken**

1

**time(s) for credit** (max 4)

- 
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- 
- 
- Intercollegiate athletics course
- 
- 
- Academic/vocational competition course

**Catalog Description:**

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).  
(75 words or less in gray box below).

This course integrates a multidimensional process of adult and career development for achieving wholeness over the life span. Applying psychological, sociological, and physiological concepts, students explore strategies to create a meaningful life purpose within changing global environments and connect career/life roles, relationships, and lifestyles. Students master effective career/life management skills, value diversity and inclusively, and manage personal and career transitions during workplace and societal changes.

**Schedule Description:**

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).  
(25 words or less in gray box below).

This course integrates adult and career development with life planning goals using effective life management skills and strategies.

**Need for the course:**

Most students entering community college are undecided about their career/life goals and have not identified a program of study. Many students do not possess the essential skills to make informed career or life decisions for achieving wholeness over the life span. This course prepares students to explore, identify and integrate career/life planning goals.

**Prerequisite(s):**

Prerequisites go through a separate approval process. See Forms E1-E6 for details.  
(For further clarification, contact the Prerequisite Subcommittee)

-none-

**Corequisite(s):**

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

**Recommend Preparation:**

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

**Other Enrollment Criteria:**

- Students must pay fees for two career assessments at time of registration.

**Learning Objectives:**

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Apply adult and career development concepts with new approaches and techniques for attaining work within an ever changing global environment which fulfills life patterns of mental, physical, spiritual, emotional, and social development.
2. Assess the value of diversity, pluralism, multiculturalism, inclusively, and differences in the workplace as a major asset for personal growth, flexibility, and organizational productivity.
3. Integrate interests, values, skills, personality preferences, lifestyle goals, life roles, decision-making theory, human development concepts, and factors of a changing global economy for selection of potentially satisfying occupational and educational choices that support the life purpose.
4. Conduct comprehensive searches for obtaining detailed information on specific occupations, programs of study, schools, employment, and industries using appropriate printed and electronic career exploration materials, methods and resources including personal interviewing techniques.
5. Formulate an integrative career/life development and educational action plan with specific goals and target dates for attainment using standard career decision making theories.
6. Assess the value of education and learning as it relates to workplace opportunities and life long development of interests, values, skills, and personality traits.
7. Plan the essential components of a comprehensive job search with development of an effective resume, references, appropriate employment correspondence, and responses for successful interviewing that integrates specific achievements and accomplishments and focuses on identified employer needs.
8. Assess personal adult transitions during organizational and global changes using effective coping strategies and creative decision making skills for achieving, integrating, and maintaining career/life balance, resiliency, and holistic wellness over the lifespan.
9. Evaluate individual physiological and emotional aspects of stress using effective strategies for harmonizing the correlation between mind, body, and spirit, a healthy concept, and the prevention of disease.

**Course Content:**

(please number the outline of main topics and subtopics)

1. Sociological and Economic Perspectives in the Changing World of Work
  1. Current perspectives on work
  2. Global labor market trends
  3. Changing nature of the workforce
  4. Social Learning Theory (Krumboltz)
  5. Dual-economy theory
  6. Multiple Intelligences (Gardner)
  7. Emotional Intelligences (Goleman)
  8. Valuing and managing diversity, pluralism, and multicultural issues in the workplace
  9. Strategies for inclusively in the workplace
2. Adult and Career Development Theories
  1. Trait and Factor theory (Parsons, Williamson)

- 2. Work Adjustment Theory
- 3. Life-Span Theory (Super, Ginzberg)
- 4. Special Focus Theories (Rogers)
- 5. Personality and type theories (Roe, Myers-Briggs, Holland)
- 6. Integrative life planning theory (Hansen)
- 7. Application of theories to diverse populations
- 8. Theoretical integration for successful career/life development
- 9. Career development process
- 3. Values Clarification
  - 1. Defining life and work values
  - 2. Hierarchy of Needs (Maslow)
  - 3. Theory of Motivation (Herzberg)
  - 4. Self-Concept Theory (Super)
  - 5. Materialism as a guiding force
  - 6. Motivation, self-concept, and self-actualization
  - 7. Exploring lifestyle goals
  - 8. Sociological and ethical implications of values in the workplace
  - 9. Exploring spirituality as the core for life purpose, integration, wholeness, and interrelatedness
  - 10. Strategies for pursuing the search for meaning and life purpose
- 4. Interests Assessment
  - 1. Administration and individualized interpretation of Strong Interest Inventory
  - 2. Theory of Types (Holland)
  - 3. Holland codes
  - 4. Personal style codes
  - 5. Applying interests to careers and programs of study
- 5. Skills Assessment
  - 1. Social Learning Theory (Krumboltz)
  - 2. Adaptive, work content, and functional skills
  - 3. Skills identification
  - 4. Methods for acquiring skills
  - 5. Analyzing achievements and accomplishments
  - 6. Transferable skills
  - 7. Resources for skills assessment
  - 8. SCANS competencies
- 6. Focus on Personality
  - 1. Administration and individualized interpretation of Myers-Briggs Type Indicator
  - 2. Type Theory (Jung, Myers-Briggs)
  - 3. Temperament Theory (Kiersey)
  - 4. Identification of personal preferences
  - 5. Personality styles and work environments
  - 6. Personality preferences and programs of study
  - 7. Acceptance of individual and pluralistic similarities and differences
  - 8. Strengthening personality development
- 7. Exploring Occupations
  - 1. Emerging, declining, fast growth, and largest growth occupations
  - 2. Deciphering labor market information and trends
  - 3. Sources of occupational information
  - 4. Occupational classification systems
  - 5. Career pathways
  - 6. Career informational interviewing
  - 7. Evaluation and integration of occupational information
- 8. Educational Planning
  - 1. Types of training programs
  - 2. Educational systems

3. Educational scheduling patterns
4. Choosing a program of study
5. Evaluating and selecting a school or training program
6. Admission requirements
7. General education and major requirements
8. Transfer preparation
9. Designing an individualized educational plan
10. Student services
11. Financing an education
9. Integrative Career/Life Decision-Making
  1. Career decision-making theory (Myers-Briggs)
  2. Individualistic Perspective on Career Decision-Making (Tiedeman and Miller-Tiedeman)
  3. Career self-efficacy theory
  4. The role of occupational information
  5. The role of testing
  6. The sequential elimination approach
  7. Career decision-making styles
  8. Impact of occupational choices on individual and family lifestyle
  9. Psychological, physiological, and sociological influences on career decisions
  10. Overcoming barriers to effective decision-making
  11. Strategies for making effective career, program of study, and educational decisions
10. Implementing an Individualized Career/Life Action Plan
  1. Purpose of setting and achieving goals
  2. Risk-taking
  3. Goal setting strategies through one-on-one consultation
  4. Establishing short, medium, and long range goals
  5. Identifying and overcoming obstacles
  6. Developing support systems for goal achievement
11. Creative Job Search Strategies
  1. The employment hiring process
  2. Designing a comprehensive job search strategy
  3. Targeting employment opportunities consistent with career/life goals
  4. Researching employers, industry hiring practices, and organizational goals and values
  5. Traditional and non-traditional marketing strategies
  6. Application forms and employment correspondence
  7. Employer follow-up techniques
  8. Electronic job searches, application, and interviewing strategies
  9. Entrepreneurship
  10. Portfolio careers
  11. Maintaining a positive attitude
12. Effective Resume Writing
  1. General purpose, guidelines, and preparation
  2. Printed and electronic resume formats
  3. Focus on achievements, accomplishments, employer goals and values
  4. Writing style strategies facilitated individually
  5. References
  6. Cover letters
  7. Career portfolios
13. Successful Employment Interviewing
  1. Types of employment interviews
  2. Trends in employer interviewing
  3. Stages of an interview
  4. Preparation strategies
  5. Dress for success consultation

- 6. Non-verbal communication
- 7. Handling behavior and situational-based, difficult and illegal questions
- 8. Survival techniques
- 9. Questions for the employer
- 10. Learning from the interview – personal review process
- 11. Factors that influence the hiring process
- 14. Harmonizing the Relationship of Mind, Body, and Spirit
  - 1. Career burnout
  - 2. Emotional management
  - 3. Role of leisure pursuits in holistic development
  - 4. Stress reduction strategies
  - 5. Healthful living
  - 6. Self–empowerment for personal, family and organizational growth
- 15. Balancing Adult and Career Transitions with organizational and Global Changes
  - 1. Life Span Theory (Super)
  - 2. Model of Adult Transitions (Hopson and Adam)
  - 3. Change as a catalyst for human, organizational, and planetary development
  - 4. Phases of the transitional process
  - 5. Psychological, physiological, and sociological responses to change and factors influencing career/life choices over the life span
  - 6. Mastering change and transitions for career/life resiliency and wellness
  - 7. Effective coping strategies and creative decision making skills
- 16. Life Management Skills and Adult Competencies
  - 1. Psychosocial and behavioral dynamics of the workplace and strategies for success
  - 2. Interpersonal and workplace relationships
  - 3. Overcoming personal and employer misconceptions
  - 4. Time management skills
  - 5. Functioning as a team participant
  - 6. Career resilience in the workplace
  - 7. Mentors, career coaches, and networks

**Methods of Instruction:**

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

- **Method:** Assessment Inventories and guided experiential class activities.  
**Integration:** Assessment inventories such as the Myers-Briggs Type Indicator and Strong Interest Inventory will be assigned through the CMS module; there will be videos posted in the module to increase self awareness of interests, values, skills, personality, beliefs and attitudes, decision-making style in the world of work.
- **Method:** Guided experiential class exercises  
**Integration:** Guided experiential class exercises will take place within the discussion board posted in the modules. Links for Onet will be posted so job descriptions, salaries, and job growth will be easily accessed for different states within the US so that students can research their career choices
- **Method:** Student presentations  
**Integration:** Student presentations will be given with a rubric given in the module of the CMS on 2 careers that include job descriptions, degrees required, college and tuition charts for those offering the training, salaries expected, and job growth. Additionally, an information interview with a person employed in one of those 2 careers will be presented relevant to course concepts.
- **Method:** Activity  
**Integration:** Activities designed to explore life patterns, theories of development, and interviewing techniques will be structured through lifelines, panel interviews, and other presentations, all of which will be explained within the module of the CMS.

**Methods of Evaluation:**

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods

of evaluation may include but are not limited to the following:

- **Method:** Visual presentations  
**Integration:** Visual presentations of student lifelines will be done in class to demonstrate integration of human and career development concepts with effective decision-making. Students will be evaluated with immediate feedback on their lifelines.
- **Method:** Written quizzes and examinations  
**Integration:** Written quizzes will be given online that measure mastery of course objectives such as presented in chapter reading and class lectures. Students will be evaluated by objective questions.
- **Method:** Oral Presentation  
**Integration:** Oral presentations on career assessment inventories and interviewing techniques will demonstrate critical thinking skills for applying and integrating human and career development concepts with effective decision-making. Students will be evaluated immediately through feedback from both the instructor and students.
- **Method:** Self-Evaluation  
**Integration:** Self-evaluation will be ongoing as students complete and evaluate their career reports, informational interviews, resumes, cover letters, and interviewing techniques. They will receive immediate feedback from their peers as they self-assess their strengths and weaknesses with their classmates.

**Examples of Assignments:**

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

- Analyze three risks that you have taken related to your career/life development at three different life stages. Include responses to these questions: “How did you know it was a risk?”, “In what way was it a risk for you and others in your life?”, “What risk-taking style did you use?”, “What coping skills did you use?”
- Write a resume with a minimum of 10 accomplishments using numbers, time frames, and results. Include a professional letterhead, an objective that states what you will contribute to the named organization.
- Write a cover letter with the same professional letterhead with 3 paragraphs: the first one should include an attention getter, the second one includes the research on the organizational such as the mission statement and/or goals, and the third states a date and time for follow up.
- Design a visual aid to present all the essential information on 2 careers: job description, degrees needed, colleges or trade schools that offer the degrees along with a tuition chart, and job growth and salary chart for a specific state.
- Demonstrate effective interviewing techniques through a YouTube video, another form of media, or face-to-face in class.

**Textbooks:**

- Dillon,Dave (2017). *Blueprint for Success in College: Career Decision Making* Rebus Community. ISBN: 978193611189

**Other Resources:**

**Minimum Qualification**

- Counseling (Masters Required) **or**
- Education (Masters Required) **or**
- Psychology (Masters Required)

