

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Karen Cranney	Date:	12/17/2019
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Department	Subject	Course Number	Title
College Success and Career Readiness	College Success and Career Readiness CSCR	504	Career Search (formerly GUID-110)

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.

Lecture Units	Total Units
1.00	1.00
Lecture Contact Hours	Total Contact Hours
16.00 - 18.00	16.00 - 18.00
Lecture Homework Hours	
32.00 - 36.00	

Stand Alone:

Stand Alone

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

-none-

General Education Justification:

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Maximum Enrollment:	30
Maximum Enrollment Justification:	Course requires significant individualized instruction or assessment “ check all that apply: * 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: The MBTI and Strong Interest inventories are assessed, which require the students to give two presentations on their types. Additionally, individualized counseling is given based on these assessments. Career reports presentations are created as well and discussed in class while being presented. The class is organized similar to a group counseling session so there is a lot of personal interaction, which necessitates a smaller class.

Grading Method:

Letter Grade or P/NP

TOP code:

4930.10

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 provides undecided students with essential skills to make informed and satisfying career decisions. Students identify personal interests, values, abilities, personality styles, and lifestyle goals using a variety of career assessment instruments. Strategies and skills for occupational and educational exploration, decision-making, and goal-setting are developed. A realistic career action plan is created.

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 utilizes career assessments to assist students in selecting a career, major, and development of a realistic career action plan.

Need for the course:

The majority of students entering community college have not selected a career or identified a program of study. Most of these students do not possess the essential skills to make informed decisions. This course focuses on a career planning model for the undecided student.

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:

-none-

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. Explain the career development process.

2. Relate how attitudes, beliefs, and motivation influence career decisions.

3. Formulate compatible occupational themes and their relationship to career choice.

4. Choose appropriate resources for occupational and educational research.

5. Demonstrate effective use of a variety of occupational and educational resources and compare and contrast research findings of selected job descriptions for employment trends, training and education requirements, salary levels, personal characteristics, related occupations, and projected growth for several occupations.

6. Compare personal assessment results and occupational information and match the degree of compatibility with several career options.

7. Plan effective goals with established dates for completion.

8. Prepare a realistic career action plan for one compatible occupational choice.

Course Content:

(please number the outline of main topics and subtopics)

1. Career Development

1. Process

2. Motivation

3. Self-concept

4. Beliefs and attitudes

2. World of Work

1. Labor Market Trends

2. SCANS Report

3. Administration, Interpretation, and Application of Career Assessment Inventories to Career Choices

1. Interests

2. Values

3. Skills

4. Personality preferences

5. Lifestyle goals

4. Occupational Exploration

1. Classification systems

2. Resources

3. Research strategies

4. Labor market information

5. Evaluation of information

5. Educational Exploration

1. Terminology

2. Educational systems

3. Alternative training options

4. Resources

5. Programs of study

6. Evaluation of information

7. Connecting majors and careers

8. Career pathways

6. Career Decision-Making

1. Elements of effective decision-making

2. Integration of personal, occupational, and educational information

7. Goals Preparation

1. Short, medium, and long term goals

2. Techniques for writing goals and objectives

8. Career Action Plan

1. Individualized career action plans

2. Integration of assessment results with career action plans

Methods of Instruction:

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

- **Method:** Lecture, discussion, and demonstration

Integration: Lecture, discussion and demonstration will be used to guide the understanding of the career development concepts.

• **Method:** Student oral presentations

Integration: Oral presentations be used to illustrate the personality type/career assessments to the class with a visual aid, which will be facilitated by the instructor to assist the undecided students in major/career selection.

• **Method:** Guided experiential class exercises combined with small group activities will be used to demonstrate and problem solve ways to present specific career reports.

Integration: Guided experiential class exercises will be used with career assessments to assist student understanding of personality types in a small instructor facilitated groups.

• **Method:** Individualized Instruction

Integration: Individualized instruction shall be used in guiding students with their assessment results and career/life planning activities.

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:** Written quizzes and examinations

Integration: Written quizzes will be used at the end of the class to measure the course concepts of personality type and interest inventories. The objective tests will give immediate feedback to the student.

• **Method:** Student oral presentations

Integration: Student oral presentations will be evaluated according to a rubric that applies to their major/career selection .

• **Method:** Guided experiential class exercises

Integration: One-on-one consultation will be used to evaluate the students' ability to choose courses, majors, and careers based on their career assessments.

• **Method:** Self-Evaluation

Integration: Self-evaluation will be used to identify strengths and weaknesses in individualized career action plan.

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:

1. Examine the labor market information/trends on one occupation which includes a general job description,

- employment outlook, salary projection, related occupations, work environment, programs of study, training programs, specific educational institutions, and industry hiring practices. Formulate and present a five-minute report to the class relating research details on one occupation.
2. Create a Career Action Plan specifying goals, benefits of the goals, objectives, skills, knowledge and resources needed, challenges to overcome, support systems, action plan, target dates, and rewards for completion.
 3. Conduct a career informational interview with one employees currently working in an occupational area of interest. Prepare and present a ten-minute oral report relating the information expressed during the interviews. Compare and contrast the employee responses and differentiate between the interviews and research-based information.

Textbooks:

- Allen L. Hammer (2012). *Introduction to Type and Careers* Consulting Psychologists Press, Inc.. ISBN: B0072XOH84
- Tieger, Paul; Barron, Barbara; Tieger, Kelly (2014). *Do What You Are: Discover the Perfect Career through the Secrets of Personality Type* Little Brown and Company. ISBN: 778-0-7316-23673-7

Other Resources:

- Two formal career assessments are required (NOTE: The Board of Trustees approves student fees for career assessment inventories.)
- 1) Strong Interest Inventory
- 5) Myers-Briggs Type Indicator

Minimum Qualification

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