

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Sonia Nelson	Date:	05/14/2020
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Department	Subject	Course Number	Title
Non-Credit Career Enhancement Program	Non-Credit Career Enhancement Program NC/CEP	985	College and Career Planning

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.

Total Units

Total Contact Hours

24.00 - 80.00

Stand Alone:

Stand Alone

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

-none-

General Education Justification:

Maximum Enrollment:	40
Maximum Enrollment Justification:	Justification:
Grading Method:	NC-P/SP/NP
TOP code:	4930.13

Can be Taken	99	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 allows dedicated study of career exploration and college planning. Students identify their values, interests, personality, and learning styles in order to find the right pathway for them. This course provides opportunities for confidence building, self-reflection, goal setting, evaluation, and research to help acquire career and college readiness skills.

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 allows dedicated study of career exploration and college planning.

Need for the course:

The focus of the recent career education classes (Principles of Early Care and Child Development Education, Introduction to Business Communication Skills, and Introduction to Construction) created by the Adult Education Department has been to establish participation in workforce education programs as the first step towards attaining economic self-sufficiency, with subsequent progression to credit, employment concentration certificates, certificated programs, and associate degree programs. Non-credit students served by the Adult Education Department have expressed interest in a course that allows dedicated study of career exploration and college planning. Primarily, the focus would be on student confidence building, self-reflection, evaluation, and acquiring career and college readiness skills. The specific student populations that would benefit from this class are:  Advanced ESL or GED non-credit students that have career and educational goals and wish to build confidence and essential knowledge before progressing to credit programs or employment.  Non-credit students that are looking to start or change careers for economic advancement.  Entry-level adult students that have never taken courses at MSJC or other community colleges that want to find career and academic clarity before committing to field specific credit study. Students that are unsure of their future academic goals, and need assistance in discovering them, will find this course very beneficial. Students will complete personality tests, career clusters, occupational research, and degree exploration. They will also perform skill, interest, and value assessments. Our department has found that college and career planning works well as a departmental service, but we have witnessed higher attendance rates and student success when offered as a course. Additionally, we are unable to provide our students with enough planning-related instructional hours within our preexisting ESL, Citizenship, and GED courses due to their volume of specific required content. Therefore, a course with dedicated, individualized instruction about career and college planning is greatly needed. We hope to use career education non-credit courses (e.g. Health Careers, Construction, Digital Media, Culinary Arts, and Child Development) in future semesters that will culminate in a certificate of completion. This College and Career Planning course will provide a foundation for the certificate. Lastly, research shows that employers are interested in competencies often inaccessible for Adult Education student populations. This College and Career Planning course allows students to acquire these competencies as well as plan for their future. According to the National Association of Colleges and Employers, Employers responding to NACEs Job Outlook surveys have consistently indicated that critical thinking/problem solving, teamwork/collaboration, professionalism/work ethic, and oral/written communications are all essential competencies. By attending this course, students will be able to meet the needs of potential employers.

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. Examine personal ability through self-reflection and goal setting.
- 2. Relate interests, strengths, and values to career or college goals.
- 3. Identify personal definition of success and gain the confidence to achieve it.
- 4. Evaluate career and college competencies desired by employers.
- 5. Develop oral communication skills required for interview and hiring processes.
- 6. Develop writing skills required for job and college applications.
- 7. Compare and contrast various career pathways of interest.
- 8. Compare and contrast various college pathways of interest.
- 9. Acquire research skills to support career goals.
- 10. Acquire research skills to support educational goals.

Course Content:

(please number the outline of main topics and subtopics)

- 1. Self-Reflection and Goals
 - 1. Goal setting
 - 2. Create career cluster
 - 3. Envisioning future
 - 4. Maslow's triangle
 - 5. Identifying passions
 - 6. Intrinsic work values
 - 7. Extrinsic work values
 - 8. Holland theme codes
 - 9. Transferable skills
 - 1. Communication
 - 2. Research
 - 3. Planning
 - 4. Investigation
 - 5. Work survival
- 2. Personal definition of success
- 3. Career and college competencies
 - 1. Basic skills
 - 2. Thinking skills
 - 3. Interpersonal skills
 - 4. Personal qualities
 - 5. Occupational soft skills
- 4. Oral communication skills
 - 1. Interview questions
 - 2. Networking
 - 3. Shared interests and connections
 - 4. Elevator speech
- 5. Writing skills

1. Resume

2. Cover letter
6. Research

1. Career counseling online resources

2. Skills, personality, and values fitting career pathways

3. Occupational information worksheet

4. Regional community college programs

5. Online career assessment tools

Methods of Instruction:

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

- **Method:** In-class Exercises

Integration: In-class exercises will allow students to identify personal strengths and weaknesses, and apply their findings to their career and college goals.
- **Method:** Discussion

Integration: Classroom discussion will focus on acquired knowledge and allow students to deliberate on the correct career or college pathway for them.
- **Method:** Lecture

Integration: Lecture will provide students the tools they need to identify their personal definitions of success. Some tools they will discover are personality tests, career clusters, occupational research, and degree exploration.

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:** Research Projects

Integration: Students will perform research on regional community colleges. Evaluation will be based on depth of research, relation to personal goals, and ability to compare and contrast various programs.
- **Method:** Class Work

Integration: Students will perform a variety of activities related to self-reflection and discovery. Evaluation will be based on student ability to complete their work, synthesize information, and complete a personalized pathway by the end of this course.
- **Method:** Self-Evaluation

Integration: Students will perform a variety of assessment tests to assist in their self-discovery. Evaluation will be based on student ability to complete general skill, value, career interest, personality type, and soft skill assessments. Students must evaluate and apply all assessment results toward their personalized pathway.

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:

Assignment #1

Envisioning Your Future

Write a 1-3 page response to the following prompt:

Do you have a vision of your own future? You need to begin thinking about one. It is an important first step. Once you have a vision of where you want to go, you can create a plan to get there. What you expect of and for yourself tends to be what you get. So imagine a positive future.

Sit quietly, close your eyes, take some deep breaths, and imagine your ideal day. What are you doing? What time are you doing certain tasks at? What are you wearing, driving, and eating? Who is surrounding you? What type of setting or environment are you in? What ideal career is part of your day or week? Are you working alone or with others? How do you feel about yourself? Describe your vision and day in as much detail as possible.

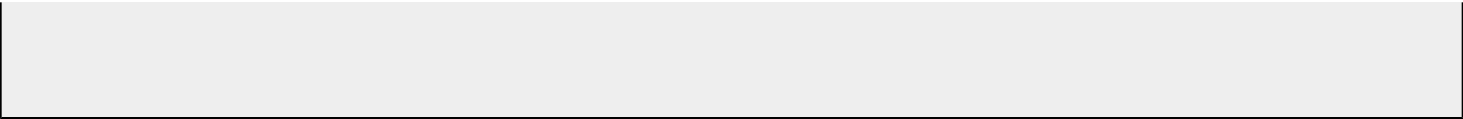
Assignment #2
Career Research Assignment Sheet
Occupational Information Student Worksheet
Identify educational requirements, salary, job description, and occupational outlook for two (2) career areas taht match your profile by completing this Occupational Information Worksheet.

Job 1: _____

- 1. Salary. How much does this job pay on the average?
- 2. Educational Requirements. What kind and how much education do you need for this type of career?
- 3. Job Description. What do they do?
- 4. Occupational Outlook. What is the outlook?
- 5. Skills. Which personal skills/knowledge/abilities are nedded for this career?
- 6. What would you like about this job?
- 7. What would you not like about this job?

Job 2: _____

- 1. Salary. How much does this job pay on the average?
- 2. Educational Requirements. What kind and how much education do you need for this type of career?
- 3. Job Description. What do they do?
- 4. Occupational Outlook. What is the outlook?
- 5. Skills. Which personal skills/knowledge/abilities are nedded for this career?
- 6. What would you like about this job?
- 7. What would you not like about this job?



Textbooks:

- Take Stock in Children (2019). *College and Career Readiness Mentor Toolkit* BookBaby. ISBN: 154397287X
- Downing, S., J. Brennan (2019). *On Course: Strategies for Creating Success in College, Career, and Life* Cengage Learning. ISBN: 0357022688

Other Resources:

Minimum Qualification

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