

# COUN M02: CAREER AND LIFE PLANNING

**Originator**

dredd

**College**

Moorpark College

**Discipline (CB01A)**

COUN - Counseling

**Course Number (CB01B)**

M02

**Course Title (CB02)**

Career and Life Planning

**Banner/Short Title**

Career and Life Planning

**Credit Type**

Credit

**Start Term**

Spring 2022

**Catalog Course Description**

Provides a thorough study for career development, academic goals, and life planning. Includes assessment tools for identifying personality type; clarifying interests, skills, and values; and establishing college majors and careers. Addresses psychological and social issues that impact career and life choices. Covers decision-making processes, labor market trends, career research, interviewing skills, and résumé writing.

**Taxonomy of Programs (TOP) Code (CB03)**

4930.10 - Career Guidance and Orientation

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Examples: Universities such as UCLA, CSUN, or CSUCI; Career and job fairs; Community cultural events such as food and music festivals; Cultural diversity exhibits in museums and community centers.

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(E) Credit by exam, license, etc.

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | create a career action plan reflecting identified values, skills, and interests related to the emerging world of work. |
| 2 | examine a career through a research paper.   |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | name career development theory and personal assessment outcomes to understand how to choose and change careers.  |
| 2 | apply decision-making principles and clarify values to make career choices that include overcoming psychological barriers, managing financial goals, and developing alternative strategies for success.  |
| 3 | appraise how personal beliefs, self-esteem, social and cultural conditioning, and workplace trends affect career choices and planning.   |
| 4 | demonstrate how to research, assess, to identify college majors, labor market trends, and occupations by utilizing discipline-standard resources and tools (such as College Catalogs, Informational Interviews, Peterson's Guides, BLS, and O*NET Online). |
| 5 | evaluate health and stress management in career development, across the life span.   |
| 6 | compose an explanation of one's personality type, skills, and interests, as they relate to potential majors and occupations.   |
| 7 | value the role of diversity, social justice, and communication in career success.  |
| 8 | examine and discuss techniques, including professional networking strategies for developing opportunities for career success and creating a profile of success.  |
| 9 | discuss transferable skills, promoting one's brand, entrepreneurship, intrapreneurship, and vision or mission statements.  |

10	assemble a résumé and cover letter, an understanding of dress for success, and practice interview skills.
11	conclude post-class/future goals through student education, ten-year life plan, or other formats.

## Course Content

### Lecture/Course Content

- **9.00%** - Career development theory and personal assessment
  - Identify career theories.
  - Describe assessment outcomes.
  - Express strategies for choosing or changing careers.
- **9.00%** - Decision-making principles and Values Clarification
  - Describe and explore the decision-making process.
  - Apply the principles of decision-making to goals and objectives.
  - Set up financial goals.
  - Examine psychological barriers.
  - Devise alternative (parallel or backup) strategies.
  - Complete values clarification.
- **9.00%** - Personal beliefs, self-esteem, social and cultural conditioning, and workplace trends
  - Explain the role of positive self-esteem.
  - Discuss ones' social and cultural conditions.
  - Examine workplace and career trends.
- **11.00%** - Research, assess, identify college majors, labor market trends, and occupations
  - Setup research goals (topics to cover).
  - Identify tools for researching majors, careers, labor market trends, and occupations.
  - Explain how to navigate and utilize research tools.
  - Tell questions to comprise informational interviews.
- **9.00%** - Health and stress management
  - Describe life span goalposts in relation to education, training, and professional development, career change, and encore careers.
  - Discuss stress in the workplace.
  - Examine health issues related to careers.
  - Examine stress and time management techniques.
  - Appraise its influence on the quality of life, benefits, and retirement.
- **10.00%** - Personality type, skills, and interests
  - Explain personality and career assessments.
  - Inventory personality, skills, and interests.
  - Apply inventories to potential majors and occupations.
- **10.00%** - Diversity, social justice, and communication
  - Describe and discuss diversity.
  - Distinguish social justice materials as applied to career development.
  - Explain business etiquette.
- **9.00%** - Professional networking and developing opportunities
  - Explain networking strategies.
  - Demonstrate knowledge of major or career professional organizations and journals.
  - Name job search agencies.
  - Describe the value of online media and networking tools.
  - Complete a sample job application topics and questions.
  - Discuss job shadowing, internships, and volunteering.
- **9.00%** - Transferable skills, branding, entrepreneurship, intrapreneurship, and vision or mission statements
  - Assess transferable soft skills through SCANS and other resources.
  - Design a self-brand.
  - Explain entrepreneurship and intrapreneurship.
  - Devise a vision or mission statement.
- **10.00%** - Résumé and cover letter, dress for success, interviewing
  - Construct a résumé.
  - Evaluate sample résumés.
  - Demonstrate an understanding of dressing for success.

- Compose and practice answers to common job interview questions.
- **5.00% -Post-class goals set in a plan**
  - Explain the value of putting goals in writing
  - Create with the help of a professional higher education counselor or academic coach a long-term education plan
  - Create a ten-year life plan as an additional (or alternative activity with special approval by the instructor).

### Laboratory or Activity Content

N/A

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Group projects

Individual projects

Objective exams

Portfolios

Reports/papers

Research papers

Skills demonstrations

Written analyses

Written homework

Other (specify)

Classroom Discussion

Projects

Participation

Reports/Papers/Journals

### Other

informational interview; identifying the use of soft-skills in video clips; providing career development and life planning advice in a case study; etc.

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations

Case studies

Class activities

Class discussions

Collaborative group work

Computer-aided presentations

Distance Education

Field trips

Group discussions

Guest speakers

Internet research

Large group activities

Lecture

Observation

One-on-one conference

Problem-solving examples

Role-playing

Small group activities

**Describe specific examples of the methods the instructor will use:**

The instructor will provide lectures that include the use of PowerPoint, facilitate class discussions and activities (small and large), and show short videos. Also, the instructor will model how to analyze materials such as case studies which help students learn to navigate psychological and societal barriers.

## Representative Course Assignments

### Writing Assignments

Write a résumé that adheres to provided templates and includes a listing of soft skills that could be used in current job searches and serve as a model for future updates.

Write a professional cover letter that includes up-to-date contact information, a professional salutation addressed to a specific person, an enthusiastic opening and example of work history, a highlight of best qualities that complements the résumé, and a strong summation that gives the employer incentive to make contact.

Write and respond to discussion posts that include topics such as one's goals in life.

Write a career research paper that includes a thesis statement, summation, and bibliography and covers the following: Name of profession researched; Training, education, and professional development; Experience and skills; Typical workday; Job outlook; and Characteristics.

### Critical Thinking Assignments

Evaluate case studies from the textbook that cover situations that could impede academic progress such as a chronic illness and identify campus services and off-campus support while indicating the specific reason for the selection of the services.

Appraise career development themes and topics in videos such as identifying and examining decision-making, critical thinking, creative problem solving, and teamwork/collaboration from two short video clips, *Square Peg in a Round Hole* and *Rapidly/Duct Tape and Cardboard* from the film *Apollo 13*.

### Reading Assignments

Read selected chapters and accompanying comments or short lectures from the instructor and complete assigned activities from the textbook and prepared by the instructor such as for a chapter that covers transferable skills. There will be a test of students' knowledge of the reading by completion of activities related to SCANS or the ten skills identified by the Institute for the Future (ITF).

Read short essays that support the course materials such as the one titled *Neuroscience Explains Why You Need To Write Down Your Goals If You Actually Want To Achieve Them* from *Forbes Magazine* and then, in short, reflective writing, indicate what was learned.

### Skills Demonstrations

Demonstrate the ability to appropriately respond to job interviews through a written assignment of questions and answers, which reinforces student memory and allows the instructor to provide written feedback.

Demonstrate ability to set educational goals and use appropriate campus resources by submission of a comprehensive student education plan.

Demonstrate mock job interview sessions in a classroom setting where the professor serves as the job interviewer and the students, one at a time, dressed in appropriate clothing, answer the questions, and classmates provide post-interview feedback that is both encouraging and evaluative.

Demonstrate mock job interview session by a video where the student has a friend or family member serve as the interviewer, and the student answers the questions out loud and provides a written assessment of their performance.

Demonstrate the ability to generate job search leads by submission of an assignment where the student indicates a search for a specific type of job by identifying what it is (name such as *Accountant*) and uses sources that include Indeed and ZipRecruiter and in which they identify elements such as job title, job site, salary range, benefits, employment type (full-time or part-time), role or job duties, responsibilities, and job requirements.

### Other assignments (if applicable)

N/A

## Outside Assignments

### Representative Outside Assignments

Read selected chapters and accompanying comments or short lectures from the instructor and complete assigned activities from the textbook and prepared by the instructor such as for a chapter that covers transferable skills. There will be a test of students' knowledge of the reading by completion of activities related to SCANS or the ten skills identified by the Institute for the Future (ITF). For example, the SCANS materials require the students to indicate the level of ability for each Skill and Competency. Students will identify, for submission and feedback, at least three areas that are weaknesses and express strategies for growth based on examples that were provided in written materials.

Submit homework in which the student is to complete course web-based assessments such as 16 Personalities, Holland Codes, and Career Cruising to establish a personality and career profile to help in the selection of a major and career.

## Articulation

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	COUN 191	Career and Personal Explorations	3
CSU East Bay	EPSY 101	Career Planning for College Students	2

### Comparable Courses within the VCCCD

COUN V02 - Career Exploration and Life Planning  
PG R101 - Career Development and Life Planning

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Ana College	CNSL 116	Career/Life Planning and Personal Exploration	3
College of Alameda	COUN 057	Career and Life Planning	3
Santa Barbara City College	PD 110	Career Planning and Decision-Making	3

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

### Course is CSU transferable

Yes

### CSU Baccalaureate List effective term:

F1995

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

### E Lifelong Learning and Self-Development

Approved

**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**Sukiennik, Diane, and Lisa Raufman. *The Career Fitness Program: Exercising Your Options*. 11th ed., Pearson, 2021.**Resource Type**

Textbook

**Description**Selinger, Fred. *The Missing Link from College to Career and Beyond Personal Financial Management*. 6th ed., Pearson, 2018.**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Niles, Spencer, et al. *Career Flow and Development: Hope in Action*. 2nd ed., Cognella Publishing, 2020.**Resource Type**

Textbook

**Description**Bingham, Mindy and Sandy Stryker. *Career Choices and Changes*. 6th ed., Academic Innovations, 2019.



## Library Resources

### Assignments requiring library resources

The Library's print and online resources for a career research paper. Use of the Library's open access computer labs for Internet-based assignments. Reserve Services Collection for extra copies of the textbook and supplemental readings.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Write a career research paper that includes a thesis statement, summation, and bibliography and covers the following: Name of profession researched; Training, education, and professional development; Experience and skills; Typical workday; Job outlook; and Characteristics.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)

Hybrid (51%–99% online)

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The instructor will post a short reading, video, or short lecture on a career development theme. The instructor will then invite the students to comment or answer questions and write a short reflection. The students will read the reflections of a few classmates and provide feedback to each.
E-mail	The instructor will use the course announcement tool or email to provide students with up-to-date information with bulletins about the course, student services, or upcoming events. Students, in turn, may use the course inbox or campus student email accounts to contact the instructor with their questions or concerns. In particular circumstances, the students may also email their assignments or projects directly to the instructor instead of posting within the web-based learning management system (LMS).
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor in his/her office to get one-on-one assistance on course materials from the instructor. Also, the students may want to meet the instructor to have a face-to-face discussion about an issue of concern.
Other DE (e.g., recorded lectures)	The instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying exercises and activities. Students will upload their assignments to the web-based LMS be graded by the instructor.

Synchronous Dialog (e.g., online chat)	The instructor may be available on a particular day or days of the week within a specific time frame to help students answer their questions via an online chat. This period would be the equivalent of online office hours. The instructor may also require students to be present online during certain hours of the week and dialogue with one another; for example, a student may post a question about a case study, and other students will try to answer their question. This period would be a live discussion session.
Telephone	The instructor will provide a phone number to the students to leave a voicemail and expect a call back within 48 hours.
Video Conferencing	The instructor may be available on a specific day or days of the week within a certain time frame to help students answer their questions via live video conferencing. This period would be the equivalent of online office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.
<b>Hybrid (51%–99% online) Modality:</b>	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The instructor will post a short reading, video, or short lecture on a career development theme. The instructor will then invite the students to comment or answer questions and write a short reflection. The students will read the reflections of a few classmates and provide feedback to each.
E-mail	The instructor will use the course announcement tool or email to provide students with up-to-date information with bulletins about the course, student services, or upcoming events. Students, in turn, may use the course inbox or campus student email accounts to contact the instructor with their questions or concerns. In particular circumstances, the students may also email their assignments or projects directly to the instructor instead of posting within the web-based learning management system (LMS).
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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	The instructor will post a short reading, video, or short lecture on a career development theme. The instructor will then invite the students to comment or answer questions and write a short reflection. The students will read the reflections of a few classmates and provide feedback to each.
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**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

COUNSELING

**Review and Approval Dates****Department Chair**

11/10/2021

**Dean**

11/11/2021

**Technical Review**

12/02/2021

**Curriculum Committee**

12/07/2021

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000430645

**DOE/accreditation approval date**

MM/DD/YYYY