

COUN M20: SELF-PACED CAREER ASSESSMENT

Originator

wendy_berg

Co-Contributor(s)**Name(s)**

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College

Moorpark College

Discipline (CB01A)

COUN - Counseling

Course Number (CB01B)

M20

Course Title (CB02)

Self-Paced Career Assessment

Banner/Short Title

Self-Paced Career Assessment

Credit Type

Credit

Start Term

Fall 2022

Formerly

COUN M60C - Self-Paced Career Assessment

Catalog Course Description

Introduces online self-assessment tools to identify and prioritize values, interests, skills, and personality attributes in a self-paced format culminating in options for college majors and/or future careers. Includes assignments and activities to help narrow down career options to a manageable size and to strategize next steps congruent with individual goals and objectives.

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)

B (Transferable to CSU only)

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)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

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

8.75

Maximum Contact/In-Class Lecture Hours

8.75

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

8.75

Total Maximum Contact/In-Class Hours

8.75

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

17.5

Maximum Outside-of-Class Hours

17.5

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

26.25

Total Maximum Student Learning Hours

26.25

Minimum Units (CB07)

.5

Maximum Units (CB06)

.5

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

- | | |
|---|---|
| 1 | formulate short and long-term goals and objectives culminating in an action plan. |
| 2 | identify and prioritize at least three career and/or college major options to research. |

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

- | | |
|---|--|
| 1 | describe the career planning process beginning at self-assessment and culminating at career decision-making. |
| 2 | discuss the results of campus and Internet career assessment resources. |
| 3 | identify, analyze, and prioritize individual assessment results including values, interests, skills, and personality traits. |
| 4 | analyze online assessment interpretations. |
| 5 | condense options by critically evaluating available careers from assessment results |
| 6 | identify and prioritize at least three career and/or college major options to research |
| 7 | formulate short and long-term goals and objectives culminating in an action plan. |

Course Content

Lecture/Course Content

5% Orientation to the career planning process

10% Techniques of analyzing personal assessment results

25% Review of assessment attributes such as values, interests, temperament/personality, and likes and dislikes as they relate to career and/or major decision-making.

20% Goal setting with emphasis on identification, development, and prioritization of goals related to major and career pathways

20% Review of next step activities and exercises, such as internships, informational interviews, volunteering, networking, courses

10% Review of career development assessment tools and techniques

10% Evaluating options/decision-making

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

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):

Individual projects

Journals

Portfolios

Reports/papers

Research papers

Written analyses

Written compositions

Written homework

Other (specify)

Classroom Discussion

Projects

Participation

Reports/Papers/Journals

Other

Career and Life Action Plan

Career Assessment Results

Instructional Methodology

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

Audio-visual presentations

Case studies

Class discussions

Distance Education

Guest speakers

Lecture

Other (specify)

Specify other method of instruction

Research self-designed objectives

Group activities

Worksheets/journals

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 career assessment results which help students learn to navigate psychological and societal barriers.

Representative Course Assignments

Writing Assignments

Write an analysis or complete exercises that reflect the results of the career assessments.

Write a summary of the career planning process.

Write a career and life action plan.

Critical Thinking Assignments

Develop a career plan for the selection of a potential major and profession.

Evaluate career options utilizing a compensatory method to aid with decision-making.

Synthesize career assessment interpretative data through a reflective writing assignment.

Demonstrate ability to set career goals and use appropriate resources by submission of a career and life action plan.

Reading Assignments

Discuss 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**.

Read the research from the sample careers provided by the assessments and sources such as <https://www.onetonline.org/> (O*NET Online).

Other assignments (if applicable)

N/A

Outside Assignments

Representative Outside Assignments

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

Submit synthesized career assessment interpretative data through a reflective writing assignment.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Orange Coast College	COUN A120	Career Decision Making - Accelerated	2
Santa Monica College	Counseling 12	Exploring Careers and College Majors	1
Palomar College	COUN 165	Career Search	1

Attach Syllabus

Coun M20 Syllabus-Final Fall 2020.pdf

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:

S2004

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

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

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

Description

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

Resource Type

Textbook

Description

Boldt, Laurence. *Zen and the Art of Making a Living: A Practical Guide to Creative Career Design*. Revised ed., Penguin, 2009.

Resource Type

Textbook

Description

Selinger, Fred. *The Missing Link: From College to Career and Beyond*. 6th ed., Pearson, 2018.

Resource Type

Other Resource Type

Description

Representative course materials include career assessment software and online tools, such as but not limited to: Eureka, Bridges, Career Cruising, Myers-Briggs Type Indicator and Strong Interest Inventory are available in the Moorpark College Career Transfer Center. The Career Transfer Center will provide a workbook.

Library Resources**Assignments requiring library resources**

Students will use Library's career resources, both print and online, to complete their research projects.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and critically evaluate at least three career and/or college major options.

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 Assessment such as the Strong. 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.
Hybrid (51%–99% online) Modality:	
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100% online Modality:

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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**

02/08/2022

Dean

02/08/2022

Technical Review

02/17/2022

Curriculum Committee

03/01/2022

DTRW-I

03/10/2022

Curriculum Committee

MM/DD/YYYY

Board

04/12/2022

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY