



## **COUN 111 - Career Decision-Making Course Outline**

**Approval Date:** 08/11/2009

**Effective Date:** 08/11/2014

### **SECTION A**

**Unique ID Number** CCC000514141

**Discipline(s)**

**Division** Counseling

**Subject Area** Counseling

**Subject Code** COUN

**Course Number** 111

**Course Title** Career Decision-Making

**TOP Code/SAM Code** 4930.10 - Job-Seeking/Changing Skills / E - Non-Occupational

**Rationale for adding this course to the curriculum** Update Textbooks

**Units** 1.5

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

**Contact Hours**

**Lecture** 27.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 54.00

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**Total Contact Hours** 27

**Total Student Hours** 81

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of Instruction**

### **SECTION B**

## General Education Information:

### SECTION C

#### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** This course will guide students through a short-term career and educational planning process, to develop the skills and resources necessary to make an informed career decision and to set realistic, achievable goals. The course is recommended for students who have completed some career/educational decision-making but still have conflicted interests between more than one career/college major; or for students who want to confirm that the decision they have made is the correct decision.

**Schedule Description**

### SECTION D

#### Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

### SECTION E

#### Course Outline Information

##### 1. Student Learning Outcomes:

A. Through exploration and analysis of self and career/educational resources, students will apply the skills, knowledge, and resources necessary to make informed career/educational decisions and to set realistic and achievable goals.

##### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Identify and evaluate in writing her/his preferred and transferable skills, interests, abilities, values, and personality style, in a career and educational decision-making context.
- B. Develop a career/educational plan for the implementation and achievement of meeting a primary and secondary career goal.
- C. Identify and analyze five (5) major trends in the world of work.
- D. Formulate identifiable career and/or college major decisions, based upon knowledge of self and the world of work, as demonstrated through the goal-setting plan.
- E. Utilize career development and educational literature, electronic programs, and college resources to plan, develop, and evaluate career/educational goals.
- F. Conduct an informational interview and apply the knowledge in career/educational decision making and goal setting.
- G.

##### 3. Course Content

- A. Introduction to career and educational planning:
  - a. Career development and life planning theory
  - b. The career planning process
  - c. The educational planning process
  - d. Introduction to and explanation of career assessment instruments
  - e. Self and career awareness
- B. Taking and scoring self-assessment instruments

- C. Interpretation of self-assessment instruments
- D. Identification of preferred and transferable skills
- E. Demographic, economic, and occupational trends
- F. Decision making skills
- G. Goal setting skills
- H. Orientation to career resource materials
- I. Research of occupational information, career trends, and college majors
- J. Orientation to use of informational interviewing and networking
- K. Integration of information, for achievement of informed decision-making and realistic goal-setting
- L. Conducting informational interviews
- M. Identification of educational resources for vocational and transfer options
- N.

**4. Methods of Instruction:**

**Lecture:**

**Other (Specify):**

**Other:** Lecture, electronic resources, interactive activities, and role plays, varied to meet differing students learning styles.

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Articles provided by the instructor, for example:

- 1. Occupational Outlook Quarterly articles
- 2. Articles published by the Department of Labor on current labor market trends
- 3. State of California Labor Market Information News Letter

B. Writing Assignments

- 1. Completion of an informational interview or a job-shadow assignment, for the purpose of experiencing one's career or educational interest from the perspective of someone doing that work.
- 2. Completion of a career and/or educational research paper using resources such as internet sites, hard copy resources, informational interviews, job or educational site visits, or the NVC Career Center resources. For example: The paper will reflect a comprehensive understanding and evaluation of self and the career/educational goals; research from various resource will be used to make better informed career/educational career decision

C. Other Assignments

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**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Niles, S.G., Amundson, N.E, Neault, R.A.

Title: Career Flow, A Hope-Centered Approach to Career Development

Publisher: Pearson

Date of Publication: 2009

Edition:

**B. Other required materials/supplies.**

- A battery of career assessment instruments for identifying one's preferred interests, skills, values, and personality style; CD.