

All Fields Report

Basic Course Information

College	Cañada College
Discipline	CRER-Career and Personal Development
Course Number	407
Full Course Title	Exploring Careers, Majors and Transfer
Catalog Course Description	Engage in a career development process that includes career assessment, career research, and educational planning. Learn to use valuable resources and tools to help with career, major and transfer choices. Assess interests, skills, personality and values, explore college majors, and research 4-year institutions.
Class Schedule Course Description	Engage in a career development process that clarifies educational and career goals. Course covers career assessment, career research, and exploration of college majors and transfer.

Proposal Information

Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	05/14/2021
Deadline for submission to Dean's Queue:	04/08/2021
Deadline for submission of curriculum proposal to the Technical Review Committee:	04/20/2021
Proposal Origination Date:	03/22/2021

Justification For Board Report OR Curriculum Inventory update:	<p>1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>We are banking this course because of the difficulty filling the course and we are offering more sections of the CRER 137, and CRER 110. This course is not a requirement for any of our existing programs.</p>
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Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course?	No
If yes, identify and explain.	

Similar Courses

Is there a similar or equivalent course in SMCCCD?	No
Added Similar Courses	

Units/Hours

Unit Types	Fixed
Units	Min: 1.00
Variable Range	Range (or)

Hours

Please enter hours as per term values

Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	16.00	18.00	1.00	1.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	32.00	36.00	0.00	0.00

Other Hours

Course Details

Repeatable for Credit	No
Grading Methods	Grade Option (Letter Grade or Pass/No Pass)
Audit	No - Please Justify: Inappropriate for audit.

Materials Fee

Fee Required?	No
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Student Learning Outcomes

- Upon successful completion of this course, a student will meet the following outcomes:
1. Demonstrate the ability to use educational planning tools such as DegreeWorks, WebSmart, assist.org and the college catalog.
 2. Identify careers that closely match with career assessment results.
 3. Demonstrate the ability to use career research tools such as eureka.org, cacareercafe, informational interviews, and EDD/Labor Market Information (LMI).
 4. Demonstrate a knowledge of California public higher education, including the CCC, CSU, and UC systems.
 5. Use self-reflection techniques to help validate career and educational choice.

Course Objectives

Upon successful completion of this course, a student will be able to:

1. Identify personality, interests, skills, and values and how these relate to career choices. This will be accomplished through a variety of means including the use of career assessment tools.
2. Identify the following: societal influences on career choices; barriers to employment; and equality in the workplace.
3. Know how to research careers and what information to gather, for example: required training/education, job outlook, and salary level.
4. Identify trends in the workplace related to job growth or decline; use at least one career exploration web site such as Eureka.
5. Explain how majors are organized and offered in 2 and 4-year educational institutions and explain how choosing a college major relates to a career path. Describe the transfer process.
6. Choose a possible major using utilizing online educational resources such as DegreeWorks, assist.org, CSU Mentor, UC Pathways and californiacolleges.edu.
7. Develop a comprehensive perspective of satisfying work which includes preferences in geography, workplace culture, work environments, and preferred lifestyle.
8. Recognize how networking and personal work relationships can enhance employment and career prospects.
9. Understand the importance of financial literacy on lifelong economic stability.
10. Examine individual decision-making process and goal-setting strategies.

Course Lecture Content

1. Overview of Campus Resources
 1. Learning Center
 2. Tutoring Center
 3. Math/Work Jam
 4. Transfer Center
 5. Career Center
2. Self awareness/self exploration
 1. VARK Learning styles
 2. Multiple intelligences
3. Personal and work values
 1. True Colors
 2. Values Card Sort
4. Career Interest Survey
 1. Holland Interest Themes
5. Personality preferences/styles
 1. Myers-Briggs Type Indicator
 2. True Colors
6. Skills Identification through evaluation of self-management skills and transferable skills
 1. EUREKA Micro Skills IV
 2. Motivated skills card sort
7. Match career assessment results with potential careers
8. Research labor market trends:
 1. growth and declining industries
9. How to conduct Informational Interviews
10. Majors at the 2 and 4-year colleges
11. The transfer process:
 1. public and private 4-year universities
12. Decisions and Goal-Setting:
 1. critical examination of all career assessments,
 2. research completed and integration of social and cultural decision-making implications

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended

Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Writing

1. Write complete sentences and unified paragraphs.
2. Use correct basic punctuation, grammar and syntax.

Reading

1. Read material at 9th grade level accurately and with good comprehension.
2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

This course will require students to analyze career assessment results and write summary papers. Students will also be reading technical labor market data and therefore developed reading comprehension and vocabulary is necessary.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery

Online
Hybrid
Lecture

Representative Instructional Methods

Methods

Other (Specify)

Other Methods

In-class lectures on the theoretical foundations of MBTI and Strong Interest Inventory;

lectures on higher education system in CA; student group discussion and critique of their career assessment results; instructor demonstration of web-based career research sites; guest presenters on careers in demand; student review and discussion of text book exercises.

Representative Assignments

Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Completion of a 5-page career assessment written summary that includes bulleted lists and two half page essays.
2. Development of a powerpoint presentation that includes descriptive text and graphics (approximately 4-5 slides).
3. Textbook exercises requiring approximately 6 short written responses per week to prompt questions.

Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Read approximately one textbook chapter weekly, averaging 25-30 pages.
2. Read online career and college material for approximately 30-45 minutes per week.
3. Read instructor distributed 1-3 page article per week related to career or college

Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Developing a Student Educational Plan with the assistance of a counselor

To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable.

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate

classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods	<ul style="list-style-type: none"> • Group Projects • Homework • Papers • Methods of evaluation may include: completion of a written summary of career assessment results; in-class research and related written assignments; PowerPoint presentation on a career or college major; completion of textbook assignments; various quizzes for review on specific topics; final exam, summarizing educational and career goals.
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Representative Texts

Textbooks such as the following are appropriate:

Formatting Style MLA

Textbooks

1. Bolles, Richard. *What Color is Your Parachute? Job-Hunter's Workbook*, ed. Ten Speed Press, 2016
2. Sukiennik, Diane. *The Career Fitness Program*, 11th ed. Upper Saddle River, New Jersey: Pearson, Prentice Hall, 2015

Manuals

You have no manuals defined.

Periodicals

You have no periodicals defined.

Software

You have no software defined.

Other

You have no other defined.

Degree/Certificate Applicability

Designation	Degree Credit
Proposed For	AA/AS Degree Certificate/Skill Award
Course Designation Text	Are there degrees/certificates to which this course applies? 1. PREPARATION FOR ACADEMIC SCHOLARSHIP AND SUCCESS (PASS) Certificate of Achievement 2. Pathways to Student Success Certificate of Achievement

General Education/Degree/Transfer Course

CSU Transfer CourseTransfers to CSU Approved**Course Distance Education**

Distance Ed Supplement	New distance education supplement
Distance Education	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have utilized multiple online coursework delivery platforms, have training in accessibility, and will have completed Cañada's QOLT (Quality Online Training) at the end of Spring 2019 before the course is offered.
Method of Distance Education	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
Instructional Methodologies (How will you deliver the course content?):	Announcements/Bulletin Boards E-mail Electronic Forum Online Presentations Resource Links
Representative Courseware/Textbooks Materials:	Possible textbooks include: Bolles, Richard. What Color is Your Parachute? Job-Hunter's Workbook, ed.Ten Speed Press, 2016 Sukiennik, Diane. The Career Fitness Program, 11th ed.Upper Saddle River, New Jersey:Pearson, Prentice Hall, 2015
Methods of Evaluation of Student Performance:	Online coursework includes weekly quizzes and weekly discussion forums. Quizzes - Students are given weekly quizzes to ensure that they have completed and understood the assigned course readings. Discussion Forums - Participation in the discussion forums is critical to maximizing student learning experiences in any online course. In this course, students are required to be a part of an online community of learners who collectively interact, through discussion, to enhance and support the professional performance of each other. Each week, students will be required to take part in formal Discussion Forums relating to the week's topics. Students are provided with a protocol for posting threads and contributing to an online discussion as well as a Forum rubric to maximize Discussion Forum grade.
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	Faculty and Cañada College have a responsibility to ensure that distance delivered course materials are accessible to students with disabilities. Resources for this course will be designed to provide "Built-in" accommodation. For instance, digital video will be captioned to provide an equivalent experience for hearing impaired students. Images will have a text equivalent, particularly on web pages and slide presentations. A text transcript for audio

information, such as recorded lecture, will be rendered into accessible format via technology for students with disabilities. Web pages will also be tested for accessibility.

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

Resource Links - Resource links will be included in the Learning Management System (LMS) for student services, department information and industry resources

Resources Needed

Adequate Library Resources	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify:
Affected Resources	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate. None of the above

Explain what effect the areas you have checked will have upon this college:

Comparable Transfer Course Information

Are there comparable courses? No

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code	4930.10 - Career Guidance and Orient
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	B = Transferable to CSU only
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	Y = Not Applicable

CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Codes/Dates

Entry of Special Dates

Instruction Office Review	
Last Outline Revision	
Content Review	
CC Approval	05/14/2021
DE Approval	
Effective Term	Term: Fall Year: 2021

Web Catalog

Course Family	
Web Catalog	<input type="checkbox"/> Exclude from Web Catalog

Instructional Services

Implementation Date	
Originator	Gloria Darafshi
Origination Date	03/22/2021
Proposal Type	Cañada Course Banking
Parent Course	CRER 407 Exploring Careers, Majors and Transfer Active (10893)
C-ID Numbers	
CB00 State ID	CCC000343612
CB03 TOP Code	4930.10 - Career Guidance and Orien
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	B = Transferable to CSU only
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB10 Course COOP Work Exp-ED	N = Not part of Coop Work Exp
CB11 California Classification Codes	Y - Credit Course
CB13-Special Class Status	N - Not Special
CB21 Levels Below Transfer	Y = Not Applicable
CB22 Non Credit Course Category	Y - Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB24-Program Course Status	1 = Program Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

