

**College of San Mateo
Official Course Outline**

1. COURSE ID: CRER 126 **TITLE:** Career I: Career Assessment & Exploration

Units: 1.0 units **Hours/Semester:** 16.0-18.0 Lecture hours; and 32.0-36.0 Homework hours

Method of Grading: Pass/No Pass Only

Recommended Preparation:

Eligibility for ENGL 838 or ENGL 848 or ESL 400.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development

CSU GE:

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1

3. COURSE DESCRIPTIONS:

Catalog Description:

This class is designed to help students determine an appropriate career, major or job choice. Self-assessment activities such as vocational surveys, personality assessments, work values, skill identification, decision making and goal setting may be used. Students will have an opportunity to explore careers and gain a better understanding of career options. They will research careers and college majors in order to make informed choices. A materials fee as shown in the Schedule of Classes is payable upon registration.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify and articulate one's personality, skills, values, and interests after analyzing the results of a variety of career assessments.
2. Demonstrate how to research and evaluate at least one career that complements the career assessment results.
3. Identify and research at least one potential major that complements the career assessment results.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

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

1. Define the steps in the career decision making process.
2. Identify the appropriate starting point for his/her career decision making process.
3. Use a selection of vocational surveys to help determine career choice.
4. Use self-reflection techniques to help validate career and educational choice.
5. Integrate vocational and skill assessment results into selecting a college major, related career and vocational paths.
6. Establish short and long-term educational goals.

6. COURSE CONTENT:

Lecture Content:

1. Making choices: An introduction to the career planning and decision making process:
 - A. Career planning models
 - B. Work in the 21st century
 - C. Education, training and the labor market
2. Self-discovery and assessment:
 - A. Career-related inventories, reflection and interpretation:
 - a. Personality assessment (use MBTI or other personality inventory): administer, interpret, reflect
 - b. Interest assessment (use SII or other interest inventory): administer, interpret, reflect
 - c. Values assessment: administer, interpret, reflect
 - d. Skills assessment: administer, interpret, reflect. Also, review skills employers want, type of skills (transferable, soft/adaptive, technical/work-content)
3. Conducting career research:
 - A. Introduction to industry sectors and career families

- B. Web-based resources: Eureka, LinkedIn, U.S. Department of Labor (O-Net)
- C. Conduct an informational interview, learn about job shadowing and internships
- 4. Integrating career assessment and career research results
 - A. Analyzing data to make a preliminary career and/or educational decision
- 5. Setting goals and developing a plan:
 - A. Goals and objectives
 - B. Timeline

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Instructional methods include but are not limited to, short lectures, required readings, vocational assessments, classroom exercises, student discussions, and writing assignments. Students will be asked to apply new learning and decision-making strategies to class assignments and to articulate potential career, major or job choice.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Worksheets, self-assessments, brief written reflections integrating assessment results with college majors and careers.

Reading Assignments:

CRER 126 Workbook prepared by the instructor
 Relevant handouts and worksheets (such as assessment reports)

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Homework
- D. Students will write self-reflection papers or notes, discuss the assessment results, articulate a decision-making process and write short-term goals.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Diane Sukiennik, William Bendat, Lisa Raufman. *The Career Fitness Program: Exercising Your Options*, 11th ed. Prentice Hall, 2015
- B. Hettich, P. I., Helkowski, C.. *Connect College to Career: A Student's Guide to Work and Life Transitions*, 1st ed. Belmont, CA: Thomson Wadsworth, 2005

Other:

- A. Vocational assessment instruments, such as: Strong Interest Inventory, Myers- Briggs Type Indicator, Eureka assessments, Value Card Sorts, Skills Card Sorts

Origination Date: October 2018
Curriculum Committee Approval Date: December 2018
Effective Term: Fall 2019
Course Originator: Martin Bednarek