

Basic Course Information

Semester:	Spring 2015	Instructor Name:	Gilbert Campos
Course Title & #:	COUN 100	Email:	Gilbert.campos@imperial.edu
CRN #:	20499	Webpage (optional):	
Classroom:	202	Office #:	Counseling Center
Class Dates:	Feb. 17-June 12	Office Hours:	By appointment only
Class Days:	T-TH	Office Phone #:	(760) 355-6181
Class Times:	8:35-10:00 am	Emergency Contact:	
Units:	3		

Course Description

This comprehensive course explores the issues and tasks related to personal and career development over the lifespan. By applying psychological, sociological, and physiological principles, students will utilize the career planning process to begin to prepare effectively for work in the 21st century global economy. Topics include assessment of interests, personality characteristics, transferable skills, and work values, career exploration, and decision-making strategies. Job search preparation includes development of a resume, cover letter, and interviewing skills. Prepares new and re-entry students to explore, identify, and integrate career and life planning goals. Emphasis is placed on the importance of actively managing one's career to achieve success in all life roles. A \$6.00 lab fee will be charged. (CSU)

Student Learning Outcomes

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Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify career options with emphasis on individual personal interests, abilities, and values.
2. Appraise the perception of the "world of work" and develop an understanding of the process that ensures successful identification and obtainment of a specific major/degree and employment/career.
3. Appraisal of acquired skills that recognize the methodology and techniques for creating opportunities for successful career planning.

Course Objectives

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

1. Compare and contrast the assumptions and implications of major career development
2. Identify theories including stages of career development, tasks appropriate to each stage and subsequent implications for adjustment and career choice over the lifespan. Students will examine the significance of self-concept related to career planning.
3. Identify and analyze interests, personality characteristics, preferred skills, and work values and integrate into career decision-making.
4. Assess current workplace trends including global and technological changes and the resulting

- implications for career planners, while developing and enhancing career/life resiliency and physiological/psychological wellness over the lifespan to thrive in the new global economy.
5. Research and evaluate detailed occupational and industry information utilizing computerized and web-based career information systems and informational interviews.
 6. Compare and contrast positive and negative decision-making strategies and apply the principles of decision-making to formulation of career goals.
 7. Identify and analyze psychological and sociological influences on career decision-making.
 8. Evaluate potential psychological, sociological, and cultural barriers to achievement of career goals and strategies for overcoming obstacles.
 9. Design a career development action plan with specific short-term objectives and long-term goals with completion time frames.
 10. Plan the components of an effective job search.
 11. Construct a purposeful resume and persuasive cover letter emphasizing specific achievements and skills that meet employer needs.
 12. Demonstrate an understanding of the dynamics of the interviewing process in a mock interview.
 13. Identify and evaluate physiological and emotional aspects of stress and coping strategies for effective stress management to enable self-awareness, personal growth and balance between mental, social, and spiritual aspects of health.
 14. Explore and assess aspects of health and wellness including nutrition, exercise, sleep, relaxation, and development of social networks to understand their impact on career/life resiliency.
 15. Reflect on one's own time management skills and explore effective time management strategies to achieve goals.
 16. Apply the principles of career management to one's own life, recognizing that it is a lifelong process requiring ongoing evaluation and reprioritizing of values to incorporate all life roles into a healthy work/life balance.

Textbooks & Other Resources or Links

Sukiennik, Diane, Bendat, William, Raufman, Lisa (2009). *The Career Fitness Program, Exercising Your Options* (10th/e). Upper Saddle River, New Jersey Pearson Prentice Hall. ISBN: -0137010419

Course Requirements and Instructional Methods

- Attendance/Participation Attendance is necessary for participation. You are responsible for dropping class by deadline (Nov. 08, 2014). Leaving class early will result in 1 absence. Class will begin promptly, Please be on time. (3 tardy = 1 absence) (3 unexcused absences may result being dropped from class)
- In Class Assignments & Homework In & out of class assignments will deal with Journals, Critical Thinking and Case Studies. Writing Assignments will be graded on content and not on grammar. However, grammar and punctuation will be corrected. Homework assignment will be due at the beginning of the following class (NO LATE ASSIGNMENTS! (Unless you have mitigating circumstances).
- Midterm Review & Final There will be a midterm and final exam. If you attend every class meeting, participate in discussions, and complete all assignments you will be ready to take both exams.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2)

hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading Points:

Attendance and Class Participation 300

Class work 200

Homework & Quizzes 200

Projects 200

Final exam 100

Final Grade based on total amount of points earned:

900-1000 A 800-899 B 700-799 C 600-699 D Below 600 F

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

CLASS SCHEDULE

Week 1 2/17-2/19	Introduction, review course syllabus and course overview.
Week 2 2/24-2/26	What IVC has to offer? Discuss certificates, majors, and transfer studies. Discuss universities, UC's and CSU's. Education and your career. Chapter 1: Personal assessment. Understanding the differences between a job and a career. Overview of life stages. Choosing and changing careers.
Week 3 3/3-3/5	Chapter 2: Programming yourself for success. Self-esteem, positive outlook, assertiveness, humor, and self-confidence.
Week 4 3/10-3/12	Chapter 3: Values clarification. Defining your values, clarifying values, and needs and motivators.
Week 5 3/17-3/19	Chapter 4: Focusing on you: personality and interest. Exploring personality and identifying your fields of

	interest.
Week 6 3/24-3/26	Chapter 5: Skills assessment. Defining your skills, identifying your skills, and transferable skills. Personality traits.
Week 7 3/31-4/2	The world of work. Chapter 6: Society and career choices. Assign and Discuss Class Project.
Week 8 4/14-4/16	Chapter 7: Brainstorming career options.
Week 9 4/21-4/23	Chapter 8: Making Decisions: Decision making strategies. Goal setting.
Week 10 4/28-4/30	Chapter 9: Targeting your job or career search. Evaluating career choices. What really matters in a career?
Week 11 5/5-5/7	Chapter 10: Resumes. Preparing a winning resume. Strategies and techniques.
Week 12 5/12-5/14	Chapter 11: Interviewing successfully. Techniques and strategies
Week 13 5/19-5/21	Chapter 12: Future focus
Week 14 5/26-5/28	Start classroom presentations
Week 15 6/2-6/4	Finish classroom presentations.
Week 16 6/9-6/11	Final Exam.

*****Tentative, subject to change without prior notice*****