## Basic Course Information

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| Semester: | **Winter 2021** | Instructor Name: | **Gilbert Campos** |
| Course Title & #: | **COUN 100 Personal & Career Developmet** | Email: | **gilbert.campos@imperial.edu** |
| CRN #: | **15268** | Webpage (optional): | **N/A** |
| Classroom: | **Online** | Office #: | **Counseling Center (Bldg.100)** |
| Class Dates: | **1/4/2021 to 2/4/2021** | Office Hours: | **By appointment ONLY** |
| Class Days: | **Online** | Office Phone #: | **760-355-6181** |
| Class Times: | **Online** | Emergency Contact: | **(760) 355-6543** |
| 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, 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. (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

N/A

## Student Learning Outcomes

**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. (ILO1, ILO2, ILO4, ILO5)Method: - The administering of individual interest inventories to assist students in identifying personal interests, abilities,and values. - The results will be matched up with a list of careers and the students will be assigned to research on eachcareer that peak their interest. - Submission of research will be factored into final grade and will be used as part of the SLOdata collection.**

2. **Appraise the perception of the "world of work" and develop an understanding of the process that ensures successfulidentification and obtainment of a specific major/degree and employment/career. (ILO1, ILO2) Method: - Include theperception and process of the "world of work" in lectures and activities as prescribed within the required textbook and/orsupplemental resources. - Include the topics within quizzes and exams to ensure understanding. - Submission of lecturedtopics, related activities, and grade marks earned**

3. **Appraisal of acquired skills that recognize the methodology and techniques for creating opportunities for successful careerplanning. (ILO1, ILO2) Method: - Appraisal will be in the form of a semester final exam that will provide evidence ofstudents' newfound skills for creating opportunities for successful career planning.**

## Course Objectives

**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

*THE TEXTBOOK is FREE -NO PURCHASE NECESSARY. CLICK ON THE LINK PROVIDED:*

**Blue Print for Success in College – Dave Dillon**
**https://press.rebus.community/blueprint3/**

## Course Requirements and Instructional Methods

***This course will be completed in an online environment. Students will be expected to complete each module within the given time frame.***

*January 27*      *Deadline to drop Winter Intersession courses.*

## Course Grading Based on Course Objectives

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| Assignments | (240 points) |
| Quizzes | (120 points) |
| Midterm | (20 points) |
| Final | (20 points) |

GRADING: To receive passing grades, see the following grading band:
Breakdown: A=400-360, B= 359-320, C=319-280, D= 279-240, **F= below 239**.

## 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, only students enrolled in the class may attend; children are not allowed.

## 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.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- 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 provide basic health services for students, such as first aid and care

  for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Maria Esquer  maria.esquer@imperial.edu      (760) 355-6448

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives

- Students experiencing homelessness
- Formerly incarcerated students

 To apply for EOPS and for additional information on EOPS services, please contact Mirella Cital
mirella.cital@imperial.edu          (760) 355-6407

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## 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

**Week 1**               **January 4 to January 8**
**Introduction**         **Why are you in school?**

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| **Assignment 1** | **Words of Wisdom** |
| **Assignment 2** | **The Big Picture** |
| **Assignment 3** | **Career Paths** |
| **Quiz 1, 2, 3** | |

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| **Week 2** | **January 11 to January 15** |
| **Assignment 4** | **What do you enjoy studying?** |
| **Assignment 5** | **College Majors** |
| **Assignment 6** | **Professional Skill Building** |
| **Quiz 4,5, 6** | |

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| **Week 3** | **January 19 to January 22** |
| **Midterm** | |
| **Assignment 7** | **Career Development** |
| **Assignment 8** | **Transferable Skills** |
| **Quiz 7, 8** | |

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| **Week 4** | **January 25 to January 29** |
| **Assignment 9** | **Networking** |
| **Assignment 10** | **It's Like Online Dating** |
| **Quiz 9, 10** | |

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| **Week 5** | **February 1 to February 4** |
| **Assignment 11** | **Resumes and Cover Letters** |
| **Assignment 12** | **Interviewing** |
| **Quiz 11, 12** | |
| **Final** | |

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