

Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **CG208** Full Course Title for print catalog: **Career and Life Planning 2: WIT**

Abbreviated Course Title for Banner: _____ (30 character limit)

Prerequisites: **CG140T Career and Life Planning: WIT**

Co-requisites:

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
___ Lec/Lab	___ hours (lec-lab credits x 20)	___ hours (lec-lab credits x 24)	___ hours (lec-lab credits x 22)
___ Lab	___ hours (lab credits x 30)	___ hours (lab credits x 36)	___ hours (lab credits x 33)
<u>3</u> Total credits (sum)	<u>30</u> Total hours (sum)	<u>36</u> Total hours (sum)	<u>33</u> Total hours (sum)

Course Description (300 character limit):

This course provides advanced career guidance to women who have completed Women In Transition. Students will assess their dependable strengths, motivational patterns, and advantages/challenges as they create a viable career plan. Particular focus is on increasing self-confidence, effective decision-making, thorough career research, and connecting with employers.

Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

Upon successful completion of this course, the student will:

Identify and articulate their particular dependable strengths as they relate to the world of work.

Use career information search tools effectively to gather relevant and extensive information on their career interests.

Extract career development principles from biographies and readings in the text about successful women and relate the information to their own lives.

Integrate their emerging career identity into their daily thoughts and behaviors, and learn to identify and manage thought patterns that discount this identity.

Decide on one or two career paths they are invested in, and eliminate other options.

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Dependable Strengths report

Portfolio and final career presentation

Book report, class discussion

Weekly career journal

Weekly career journal

Create a comprehensive career plan to guide their coursework and experiential learning over the next two years.	Portfolio, final career presentation
Directly connect with employers in their chosen fields and demonstrate professional presentation in writing, appearance, and speaking.	Employer panel, informational interviews, mock interviews, resumes

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Topics:

Women's Career Development Theory

- Life Stages and career choice
- Social learning and self-efficacy

Dependable Strengths Articulation Process

- Identify lifelong patterns of proficiency
- Extrapolate life experiences to career skills

Motivational psychology

- Understanding family career messages
- Spirituality and vocation
- Being a boundary breaker
- The importance of story in our lives

Decision-making strategies

- Prioritizing and facing necessary losses
- Women's ways of knowing
- Social Pressure and dealing with expectations

Life mapping

- Individual, multi-sensory systems
- Holistic approaches to goal setting
- Life balance conflicts and human relations

Cognitive restructuring

- The power of thought quality
- Working effectively with the mind
- The relationship of cognition, emotion and behavior

Employer relations

- Understanding employer needs
- Economic trends
- Professionalism
- Resumes, cover letters, and interviews

Career Research

- Career Information Systems (CIS)
- Specific databases for each field
- Informational interviewing

Section 2. Proposal Information

Course Developer:

Debora Landforce

Date: **1/17/12**

Catalog year to take effect:

2012-13

Type of Proposal

☒ New course

☒ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☒ Lower Division Collegiate (transfer)

☐ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

Career and Life Planning (CG140T) is the initial career course that Women in Transition students are enrolled in during their first term in the WIT program. Students begin with a self-exploration process and ideally move into the area of career research, and ultimately overlay their career-focused personal awareness with timely information about the world of work. What often occurs in the initial career and life planning course is that students need the majority of the term to gain significant clarity about their career related interests, skills, values and personality styles and have not yet fully engaged in career research and are in the beginning stages of connecting with employers in workplace settings. It has been a long-term goal of the WIT program to offer a second term of Career and Life Planning to meet this need and to increase levels of student persistence and degree completion at Lane.

What assessment evidence supports this proposal?

Each term students fill out an array of evaluations, one of which specifically examines students' clarity regarding chosen major, degree goal, and career goal. Evaluation results from Fall 2010 showed 60% of students surveyed as still needing additional coursework to solidify well-articulated career goals. Evaluation data from previous terms reflect this need as well.

How do you know there is a demand for this course?

Narrative statements gathered from course evaluations and program evaluations each term speak to students' expressed desire for a "second level" of career planning coursework focused on the concerns that are largely specific to Women in Transition. These concerns include those previously stated above, along with an increased sense of capacity and capability that they "have something of value" to offer the world of work, increased confidence that they can follow a path from student to gainfully employed worker in the world, and a viable, structured career exploration process that assists them in clarifying detailed career goals and the appropriate paths for achieving them. In addition this course has been taught three terms as a CG 199T to a fully enrolled class.

Section 3. Curriculum Equity (<http://www.lanec.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

- 1.) The Instructor will establish the importance of respectful human relations in the first session, as well as teaching the guidelines for civil discourse;
- 2.) The curriculum includes cultural competence as part of career readiness;
- 3.) The textbook uses examples from a variety of ethnic groups;
- 4.) A wide range of career possibilities is presented to the women in the class, especially those that are considered non-traditional for women;
- 5.) Motivational/inspirational examples and quotes represent both Eastern and Western thought; and

6.) A wide range of multicultural readings are available in the library for selection by students to fulfill their biography assignment.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information: **N/A**

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
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__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
N/A	

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right.

Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale below.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
Counseling	CG140, Career and Life Planning	5%		Jerry de Leon	
Women in Transition	CG140T, Career and Life Planning: WIT	5%	1	Barbara Delansky	

RATIONALE: The career exploration needs of Women in Transition present their own unique developmental and educational concerns and to date, no current course exists to address these unmet Women In Transition student needs.

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanecc.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- ☐ Arts & Letters
- ☐ Social Sciences
- ☐ Science /Computer Science
- ☐ Mathematics

AAOT:

- ☐ Cultural Literacy Option

AAS, 1-year and 2-year certificates:

- ☐ Human Relations

THIS IS AN ELECTIVE COURSE.

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

There will be one assignment that may require library resources. This will be to locate and read a biography or autobiography of a woman they deem as successful, or to locate a psychology or self-help book about women and careers. In addition to the library resources, there will also be books available to borrow from the instructor's library, the Women's Center library, Career and Employment Services and former students in Women in Transition.

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
- ☐ Additional resources are needed but can be obtained from current funds.
- ☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.

Source of funding:

☒ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain: **course support is part of Admin Coord job description**

Required Certifications:

☒ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.

☒ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Fees:

☒ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"

We will use the Strong Interest Inventory in this class, with the 14 page collegiate print-out. There is a \$10 fee per student for the on-line version, which is provided through the testing center.

☐ No special fees will be required for this course.

Divisional Recommendation:

☒ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☒ Faculty review of this course was completed within the division on _____(date).

☐ Pass ☐ Do Not Pass

Administrative Assistant/Coordinator Date

Division Dean Date

Section 10. College Approval

Curriculum Committee Chair Date Executive Dean Date

Curriculum Approval
Committee hearing: _____

Date Vice President, Academic Affairs & Chief Academic Officer Date