An Example of a Course Syllabus

to Promote Student Success and College Completion

**Department:**

**Subject Area and Course Number**: Personal Development 101

**Course Title:** Career and Education Planning

**Discipline**: Interdisciplinary Studies

**Units:** 3

**Catalog Course Description**:

This course-based, guidance experience teaches students a quantifiable decision-making process that will help them envision and plan for a future that is productive, achievable, and stimulating. The culmination of this process is the development of an online skills-based education and career 10-year plan that can be used for advisory and academic coaching purposes and updated as students grow, change, or face transitions. The *personalized* 10-year plan provides the focus and intrinsic motivation to succeed in college, at work, and in life.

**Description for Schedule of Classes:**

As students write their career and education 10-year plan, they learn the skills for goal setting, identity formation, decision-making, budget projection, career research, skills identification, online research, life-long learning skills, managing change, securing entry-level employment, and techniques for exploring the personal management and self-mastery strategies that act as a buffer when challenges arise.

**Lecture Hours per Week:** 3

**Course Objectives:**\*

To meet the requirements of the entering student who does not have a career path, declared major or program of study and/or education plan, a comprehensive-guidance, freshman transition or first year experience course must address a combination of personal/social, educational, career, and life skills.

The Student:

* Learns to project into the future and to understand the consequences of their actions and the choices made today
* Completes assessments and surveys to help them establish and consolidate their identity, becoming “identity achieved
* Analyzes the effect of personal interest and aptitudes upon educational and career planning
* Recognizes the impact of career choice on personal lifestyle
* Recognizes the impact of their commitment to education has on their future lifestyle and life satisfaction
* Demonstrates the skills to locate, analyze, and apply career information using online tools from U.S. Department of Labor web sites
* Knows the process for career planning and educational planning
* Can apply the skill sets required to succeed (both in the classroom and the workforce)
* Demonstrates the importance of productive work habits and attitudes
* Knows that many skills are common to a variety of careers and these skills can be transferred from one career opportunity to another
* Develops a skills-based education plan that facilitates the successful entry into the workforce.
* Knows the process used to locate and secure entry-level employment
* Knows the effect change has on society and career opportunities

*\* Standards for a Freshman Transition Course from George Washington University’s Freshman Transition Initiative.*

**Course Content and Scope:**

In the process of developing their comprehensive, personalized, online 10-year career and education plan, students learn:

## **CAREER AND LIFE SKILLS**

* Techniques to help them envision and then plan for a productive future
* The consequences of quitting and not following through with their plans.
* Quantitative goal setting leading to measurable action plans.
* Career research strategies that go beyond traditional formats and includes incorporating their envisioned lifestyle and personal definition of success.
* Rubrics, prompts and systems for making the best educational, career and life choices.
* How to determine the budget of their envisioned lifestyle, (the first step for determining their career choice and education plan).
* Employability strategies and techniques

#### **EDUCATIONAL ACHIEVEMENT**

* To identify the skills, aptitudes, and attitudes needed to successfully transition through post-secondary education and into the workforce
* Study skills of the life-long learner: for both school and workforce settings
* How to develop a quantitative skills inventory that is used to inform their skills-based education plan
* How to write a long-range education plan for both formal and informal educational opportunities - both in school and in the workplace.

## **PERSONAL SOCIAL DEVELOPMENT**

* The skills and process for becoming Identity-achieved
* Strategies to handle potential stumbling blocks that could impede their success
* The attitudes and coping skills required for a productive transition into adulthood and/or the workforce.
* How attitude impacts performance and techniques to maintain a positive attitude.
* Strategies for making changes in life and work direction
* Self-mastery skills: Resiliency strategies to develop anxiety tolerance, solve problems and push forward toward cherish goals.
* The communication and interpersonal skillsrequired for career and personal success.

**Methods of Instruction:**

This course can be taught in a hybrid-learning environment using a flipped classroom methodology where students complete online course work/activities prior to class. During class time, strategies include short lectures using the Socratic method, group discussions, project-based learning, group and individual exercises, and video presentations.

This course can also be accomplished as an independent study course with the online 10-year skills-based education and career plan used as the culminating product used for assessment in order to provide credit.

**Required Assignments**:

1. Read the text and selected articles.
2. Write weekly: including 250-500 word essays and responses that make up their 10-year Plan and Portfolio report.
3. Complete written activities and exercises from text each week and enter responses online.
4. Refine a *mission statement* and *personal definition of success* over the course time frame.
5. Complete a *Personal Profile*, articulating passions, work values, strengths, skills and aptitudes and roles.
6. Complete a comprehensive *budget for the envisioned lifestyle*.
7. Articulate the traits of their ideal career and then research at least three career options that match that description completing a *Career Interest Survey* for each.
8. Complete an *online skills inventory* that details the skills they have and the skills they need to learn for their chosen career path.
9. Develop a *skills-based, education plan* for your career path, using their skills inventory chart.
10. Develop a *career back-up plan*.
11. Complete the *online 10-year Plan* and then meet with a counselor or academic advisor to formalize their educational plan (to meet college reporting requirements).

**Methods of Evaluation**:

* 1. Completion of required assignments
  2. Attendance and participate in classroom and online discussions
  3. Completion of the 97 written activities that provides the data for the development of the online career and education 10-year plan
  4. Determination of a career choice/program of study, an *informed* declared major, and an education plan (which are incorporated in the 10-year plan)
  5. Final Project/Exam: The online 10-year Plan Summary and/or Portfolio report

**Text and Online Tool:**

- Mindy Bingham and Sandy Stryker, *Career Choices and Changes: A Workbook to Discover Who You are, What you Want, and How to Get it.* Academic Innovations, Sixth Edition, 2019

- My10yearPlan.com® Interactive Academic Innovations, 2005 - 2022