Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)
Existing and Special Topics Course

Course: DVST 170 Career Exploration

Instructor(s) of Record: Dr. Danhua Wang

Phone: 724-357-2729

Email: dwang@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

While a doctoral student, Dr. Wang taught education majors several semesters *Educational Uses of Microcomputers and Related Technologies.* Dr. Wang is knowledgeable about the application of various technologies for the purposes of delivering courses via distance education, including WebCT. Her dissertation investigated the relationship between students' learning and locus of control in web-supplemental instruction, which was published in the *Journal of Innovative Higher Education.* As a faculty member, Dr. Wang has taught DVST 170 during her career in the IUP Department of Developmental Studies.

In addition, the College of Education's Distance Learning Technician will be providing support, training, and advisement to the instructor in the development and teaching of the course. This will be done through weekly phone contact/meetings and the development of a course facilitator's manual, which will assist the instructor in preparing and implementing the course.

2. How will each objective in the course be met using distance education technologies?

DVST 170 makes extensive use of Moodle, the University learning management system and its course tools for content delivery, threaded discussions, quizzes, and assignment submission. Course modules will include chapter study guides to direct students' attention to important content and to reinforce their attainment of the content with feedback. Students will be evaluated via discussions, chapter quizzes, module assignments, and class projects.

More specifically, the means by which each course objective will be met via distance education technologies is summarized below:

At the completion of this course, students will become familiar with theories of career development and understand the relationship between these theories and the process of self-assessment.
Students will be introduced to several personality theories through the text and online resources. The theories will be studied in relation to their career exploration in a changed workplace and a constantly changing world. The theories will be reinforced through online discussions, study guides, and an online self-assessment tool called FOCUS II. Student attainment of this objective will be evaluated through performance on online chapter quizzes, and a typed reflection on the results of the Focus II self assessment that will be submitted via Moodle.

At the completion of this course, students will be able to develop effective career planning strategies. Students will be introduced to the general knowledge about jobs, majors, and careers via online course materials and through the text. Students will complete online study guides and discussions in order to receive feedback. Students will be evaluated on their career planning strategies through performance on online chapter quizzes, reviewing online information, composing an appealing resume along with a customized cover letter (including peer critique), and conducting and documenting an information interview. All materials will be submitted via Moodle.

At the completion of this course, students will become familiar with and utilize available University career resources.
Students will be introduced to the IUP Career Services website and its available services. Students will demonstrate their knowledge of the services through an online discussion and a study guide. Students will be evaluated on an online quiz including a typed statement that requires them to list four services relevant to their career exploration and to explain how they are going to utilize them.

3. How will instructor-student and student-student, if applicable, interaction take place?

A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of most course modules, students will be expected to participate in threaded discussions regarding course content. The instructor's role in these discussions is to provide feedback to students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students in preparing class projects that are aimed to evaluate student ability to apply the skills learned in this course. Additional teacher-student interactions will take place via e-mail, telephone, and online office hours as needed.

Students will interact with one another through threaded discussions, course e-mail, and a chat area set aside for informal student interactions. Students will also be expected to peer evaluate one another's resumes and cover letters.

4. How will student achievement be evaluated?

Student achievement in the course will be evaluated in the following ways:

Quizzes (15%)—At the completion of each course chapter, students will complete a chapter quiz to assess their understanding of course content. A quiz on the University Career Development Center requires students to demonstrate their knowledge of the services provided by the center and their plan to benefit from some of those services.

Discussions (15%)—Students will participate in a variety of course discussions intended to provide them with feedback regarding course topics. Student discussion postings will be evaluated on student ability to meet the desired length, to focus on main ideas discussed in the chapter, and to relate the ideas to personal experience.

Projects—During the course, student attainment of objectives will be based on performance on four projects. Students will be provided with detailed direction for each project in contact presented on the Moodle course page. These projects represent student application of knowledge in each of the following areas:

- The process of self-assessment (10%)—Based on their study of personality theories, students will complete FOCUS II, an online career exploration tool for students to assess their interest, career readiness, and academic preparation. Using this information, students will write a reflection on

handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies or as a PDF online at http://www.iup.edu/WorkArea/downloadasset.aspx?id=49753.

The methods to be employed for each type of assessment are included below.

Informal Writing Assignment—This assignment will be given at the onset of the course and will serve as a student writing sample to be used throughout the course to compare this baseline writing to the student performance on course assignments.

Tests and Quizzes—Tests/Quizzes will make extensive use of Moodle testing control features, including short testing times, limited test availability, one question delivered at a time, randomized questions, a multi-question test pool, and multiple test attempts. The Tests/Quizzes area of the course also notes the academic integrity policy and spells out the procedure for taking online tests. Prevent printing and force grade scripts or their equivalents will also be used.

In addition to the above methods, chapter quizzes and discussions will receive a much lower weight than highly individualized application assignments (see #4 for detailed information about grade distribution). While quizzes and discussions are focused on understanding of the course content, the four course projects are aimed to test students' ability to apply the course content to their individual situations. For instance, the reflection essay on the FOCUS II assessment will be based on the student' individualized computer-generated assessment portfolio. Likewise, variation in student experience, job application, major, and his or her selected professional interviewee will reduce the possibility of academic violation in the resume and the information interview assignments. The possibility of academic violation regarding the review of online information can be somewhat controlled by examining the student's major and comparing the writing style with that of the initial informal writing assignment the student had submitted at the beginning of the semester.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: (Positive (The objectives of this course can be met via distance education)
                     Negative

_____   9/23/09
Signature of Department Designee   Date

Endorsed: _Mary Ann Rafoth_____   9/23/09
Signature of College Dean Date
Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide

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I. CATALOG DESCRIPTION

DVST 170   Career Exploration

1 class hour
0 lab hour
1 semester hour
(1c-0l-1sh)

Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests, and abilities, and make realistic decisions on academic majors and careers. (1) Course is cross-listed as ADVT 170. These courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. COURSE OBJECTIVES

1. Students will become familiar with theories of career development and understand the relationship between these theories and the process of self-assessment.

2. Students will develop effective career planning strategies.

3. Students will become familiar with and utilize available university career resources.

III. COURSE OUTLINE

A. Basic Issues in Career Development (1 class)

1. General process

2. Defining educational objectives

3. Defining educational values

B. Overview of Careers (1.5 classes)

1. Mapping the world of work

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D	139 - 120
F	below 120

Evaluation factors:

```
Quiz (1; 10 pts) ------------------------------------ 10 pts
Exams (2; 30 pts each) ------------------------------ 60 pts
Application assignments (4; 15 pts each) ------------ 60 pts
Class presentation (1; 20 pts) ---------------------- 20 pts
Career research project (1; 40 pts) ----------------- 40 pts
Class participation --------------------------------- 10 pts
```

V. POSSIBLE TEXTS

The Career Fitness Program: Exercising Your Options. Diane Sukiennik, William Bendat, Lisa Raufman.

Coming Alive from Nine to Five: A Career Search Handbook. Betty Neville Michelozzi

Course Packet Compilation of Readings.

VI. SPECIAL RESOURCE REQUIREMENTS

Each Student will be required to utilize the Career Lab, located in 108 Pratt Hall and to complete the Holland Self-Directed Search or the Strong Campbell Interest Inventory. The Learning Center will continue to fund these inventories from the Learning Center and Act 101 general operating budgets for LC students who enroll in the LC sections of this course. Students enrolled in other sections will purchase the inventories for a charge of approximately $5.00.

VII. BIBLIOGRAPHY

Bartsch, K., & Haukett, G. (1979). Effects of a decision-making course on locus of control, conceptualization, and career planning. Journal of College Student Personnel, 20. 230-235.

Brown, D., Brooks, J., & Associates. (1984). Career Choice and Development. San Francisco: Jossey-Bass.

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Online Syllabus

DVST 170: Career Exploration

Syllabus

Instructor: Dr. Danhua Wang
217 Learning Center
1012 Winslow Street
Punxsutawney, PA 15767
Phone: 814-938-1448
E-mail: dwang@iup.edu

Online Office Hours: [To be added when the course is taught]

Course Description | Course Objectives | Required Textbook | Required Technology Skills and Software | Technical Support | Participation Requirements |
Student Evaluation | Grading | Course Schedule | Bibliography

Course Description
Title: DVST 170 Career Exploration
Credit: 1
Description: Introduces the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests and abilities, and make realistic decisions on academic majors and careers. (1) Course is cross-listed as ADVT 170. These courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.
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Course Objectives
At the end of this course,

- Students will become familiar with theories of career development and understand the relationship between these theories and the process of self-assessment.
- Students will develop effective career planing strategies.
- Students will become familiar with and utilize available University career resources.

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Required Textbook
The Career Fitness Program: Exercising Your Options. 2008. 9th ed. By Sukiennik, Bendat, & Raufman.
ISBN-10: 0-13-502980-5
ISBN-13: 978-0-13-502980-0

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Required Technology Skills and Software
*Technology Skills*
Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle and its associated tools, including discussion, quizzing, and assignment submission features
- The ability to use Internet communication tools, specifically the IUP e-mail system (iMail)
- The ability to attach files to an e-mail message
- The ability to use presentation (e.g., PowerPoint) and word processing software
- The ability to demonstrate netiquette (appropriate online conduct)

Software
The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

Adobe Reader
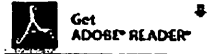
Flash Player

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Technical Support
To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724-357-4000 between 7 a.m. and 6 p.m. Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at http://www.iup.edu/page.aspx?ekfrm=36009.
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Participation Requirements
Course Participation
Because this is a Web-based course, you will have some discretion as to what pace you can effectively learn the material presented. You are encouraged, however, to follow the course schedule as outlined in the syllabus. All work assigned for the course week as outlined in this schedule is due within the week it is assigned. Course weeks run from Sunday at midnight to Friday at 11:59 p.m. (Eastern Standard Time) as the deadline for all submissions. Assignments presented after the submission deadline will not be accepted.

Assignments presented during the course week are designed for you to practice the skills presented in the class and to receive feedback from the instructor.

Course Commitment
The degree of your commitment to a course usually predicts the likelihood of your success in the course. Course commitment means that you understand and accept the course objectives and policies and the instructor's expectations outlined in the syllabus. The content presented in the welcome block of the DVST 170 Moodle course page presents several documents and activities. Please read these documents carefully, as they are designed to communicate important policies and procedures to help you be successful in the course.

Online Etiquette
Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following netiquette guidelines should be

followed for this course:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Keep chat comments brief and to the point. If longer comments are necessary, use <more> to indicate lengthy messages and <end> when you are finished.
- Focus on one topic at a time when chatting or posting to discussions.
- Remember that, unlike in face-to-face learning environments, what you say in discussions and chats is documented and can be revisited. Choose your words and discussion topics carefully.
- Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.
- When posting, make sure to check grammar and spelling before submitting your post.

Students with Disabilities
If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations.

Academic Integrity Policy
Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without the prior knowledge of the instructor.
- Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.
- Engaging behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at http://www.iup.edu/registrar/catalog/default.aspx.

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Student Evaluation
Students will be evaluated with the following methods:

- Discussion Postings (15%)
  For each module, you will be required to contribute to an online discussion on the topic presented in the module. The discussion will be posted to the Moodle Forums on the DVST 170 course page. Grading will be based on your ability to incorporate the content from the text into your responses and to demonstrate personal reflection on the topic.
- Quiz (15%)
  At the end of each module, there is a quiz to assess your learning of the content presented in the module. The questions in the quiz are selected from the study guide; however, they may be phrased differently. Grading will

arrange a conference regarding your grade.

Change of Grade
Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.
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Course Schedule *

Week	Topics
Week 1	**Moodle Content:** Introduction to DVST 170 **Reading:** Syllabus; Brief Introduction to Moodle **Quiz:** Commitment to Course Policies **Assignments Due:** Self-Introduction Writing
Week 2	**Moodle Content:** The World and You **Reading:** Chapter 6 pp. 112-128 ■ Changes in the Workplace ■ Impact on New Employees ■ Value of a Liberal Arts Degree ■ Real Story: Meet Jessica **Quiz:** The World and You **Assignments Due:** Discussion Posting
Week 3	**Moodle Content:** Career and You; Focus II Part 1 **Reading:** Chapter 1 pp. 4-12 ■ Super's Self-Concept Theory ■ Difference Between a Job and a Career ■ Major and Career ■ Real Story: Meet Sandra **Quiz:** Career and You **Assignments Due:** Discussion Posting; FOCUS II Part I
Week 4	**Moodle Content:** Building Positive Self-Esteem; Focus II Part 2 **Portfolio Reading:** Chapter 2 pp. 18-35 ■ Self-Esteem ■ Components of a Success Profile ■ Real Story: Meet Allan **Quiz:** Building Positive Self-Esteem

	Assignments Due: Discussion Posting
Week 5	**Moodle Content:** Defining Your Values; FOCUS II Part 3 **Reading:** Chapter 3 pp.38-50 ■ Values and Motivation ■ Values and Career Choice ■ Real Story: Meet Maria **Quiz:** Defining Your Values **Assignments Due:** Discussion Posting; Focus II Part 2
Week 6	**Moodle Content:** Personality and Interest **Reading:** Chapter 4 pp. 54-71 ■ Your Personality Type ■ Holland Interest Environment ■ Personality Type and Career Planning ■ Your Career/Major Interest Area ■ Real Story: Meet Holly **Quiz:** Personality and Interest **Assignments Due:** Discussion Posting; Focus II Part 3
Week 7	**Moodle Content:** Assessing Your Skills **Reading:** Chapter 5 pp. 78-92 ■ Describing Your Skills ■ Your Accomplishments ■ Your Transferable Skills ■ Real Story: Meet John **Quiz:** Personality and Interest **Assignments Due:** Discussion Posting
Week 8	**Moodle Content:** Exploring Information; Project 2: Information Interview **Reading:** Chapter 7 pp. 133-147 ■ Government Employment Opportunities ■ Dept of Labor Publications ■ The Internet ■ Real Story: Meet Jackie **Quiz:** Exploring Information

	Assignments Due: Discussion Posting
	Moodle Content: Decision Making **Reading:** Chapter 8 pp. 154-170
Week 9	■ Barriers to Decision Making ■ Principles of Decision Making ■ Goal Setting ■ Deciding on a Major and a Career ■ Real Story: Meet Art **Quiz:** Decision Making **Assignments Due:** Discussion Posting; Online Information Review
Week 10	**Moodle Content:** Information Interview; Information Interview Presentation **Reading:** Chapter 9a pp. 198-203 ■ Purpose ■ Process ■ Questions ■ Summary of the Interview **Quiz:** Information Interview **Assignments Due:** Discussion Posting
Week 11	**Moodle Content:** Job Search Strategies **Reading:** Chapter 9b pp. 188-197 ■ Understanding Job Ads ■ Finding a Hidden Job Market ■ Developing Your Network ■ Real Story: Meet Xiao-Jing **Quiz:** Job Search Strategies **Assignments Due:** Discussion Posting
Week 12	**Moodle Content:** Resume; Composing a Resume **Reading:** Chapter 10a pp. 214-225 ■ Components of a Resume ■ Types of Resumes ■ Using Action Words in a Resume ■ Real Story: Meet Eduardo **Quiz:** Resume **Assignments Due:** Discussion Posting;

	Information Interview Presentation
Week 13	**Moodle Content:** Cover Letter; Composing a Cover Letter **Reading:** Chapter 10b pp. 226-230 ■ Guidelines for a Cover Letter **Quiz:** Cover Letter **Assignments Due:** Discussion Posting
Week 14	**Moodle Content:** IUP Career Development Center **Reading:** Center Website ■ Location ■ Programs ■ Services **Quiz:** IUP Career Development Center **Assignments Due:** Discussion Posting; Resume and Cover Letter Draft
Week 15	**Moodle Content:** Art of Interview **Reading:** Chapter 11pp. 252-265 ■ Interview Guidelines ■ Mock Interview ■ Illegal Questions ■ Follow Up ■ Real Story: Meet Jose **Quiz:** Art of Interview **Assignments Due:** Discussion Posting; Resume and Cover Letter Final Version

*PLEASE NOTE: This is a tentative schedule of class activities and deadlines over the course of the semester and is subject to change.

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Bibliography

Bartsch, K., & Haukett, G. (1979). Effects of a decision-making course on locus of control, conceptualization, and career planning. *Journal of College Student Personnel, 20,* 230-235.

Bolles, R. N. (2009). *Job hunting on the Internet.* Berkekey, CA: Ten Speed Press.

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Fein, R. (2005). *Cover letters! cover letters! cover letters!* Franklin Lakes, NJ: Career Press.

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Fretz, B. R. (1981). Evaluating the effectiveness of career interventions. *Journal of Counseling Psychology. 28,* 77-90.

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Back to Top

Sample Welcome Letter

Welcome to DVST 170: Career Exploration. In this course, you will become acquainted with useful online sources that allow you to assess your personality, interests, and strengths—essential factors in ensuring your career satisfaction and success. Moreover, you will be introduced to theories upon which the above assessments are based, such as Gardener's multiple intelligences, Holland's interest environments, and Super's self concept. You will also come to know various sources and tools that will aid your exploration for career opportunities compatible with your skills and interests. You will be learning strategies in job searching, compiling a competitive resume and cover letter, and preparing for a successful job interview. Finally, you will be introduced to IUP's Career Development Center and will learn how to use its services in your interest.

In this course, we will be making extensive use of Moodle, the University's learning management system. In order to participate in the course, you will need access to a computer, the ability to navigate the Web, and the ability to use Microsoft Office, particularly Word and PowerPoint. Needless to say that access to the Internet and a computer is required for taking this online course (A high-speed connection is not a must, but it is highly recommended).

In addition to the above skills, we will be using a textbook titled *The Career Fitness Program: Exercising Your Options, 9th ed.* by Sukiennik, Bendat, & Raufman. It can be ordered at http://www.mypearsonstore.com/bookstore/product.asp?isbn=0135029805. You can choose to order an electronic copy or e-book at http://www.coursesmart.com/search, at half the price of the hard copy. There is also a companion website to this textbook (8th edition) at: http://wps.prenhall.com/chet_sukiennik_careerfit_8/0,11985,3215809-,00.html. Be sure to order early so that you can use your textbook prior to the start of class.

To assure that you get the most out of the course and to assist you in planning your participation in the course, instruction has been divided into course weeks. Each course week includes the topic(s) to be covered and the items that must be completed within that week. The course content is outlined in the attached course syllabus. Course weeks run from Sunday at midnight until Friday at 11:59 p.m. Eastern Standard Time (EST).

I will check my IUP e-mail several times a day and respond to your email within 48 hours. I also have scheduled office hours Tuesdays and Thursdays from 11 a.m. and 12 p.m. EST. During these office hours, your e-mail will be promptly answered. We may also communicate via online chat.

It is highly recommended that you complete the preparatory steps and activities listed on the attached sheet and the attached syllabus *prior* to the first official day of class.

Should you require assistance in this process, please feel free to contact me Monday-Friday between the hours of 9 a.m. and 7 p.m. EST. using the contact information listed below.

Dr. Danhua Wang
217 Learning Center
1012 Winslow Street
Punxsutawney, PA 15767
814-938-1448
dwang@iup.edu

I look forward to working with you.

Sincerely,

Dr. Danhua Wang

Course Preparation Checklist

1. Access the IUP Distance Education Web site at http://old.www.iup.edu/distance/ and read the Student Responsibilities. This statement outlines important policies of which you should be aware before taking an online course.
2. Your IUP e-mail account is the official means of electronic communication with the University. You should check your e-mail to assure that your account is active. You will want to check it often throughout your enrollment to keep up on important course and University information. To access the system, visit http://imail.iup.edu.
3. Our course uses the Moodle learning management system. To access the system, visit http://moodle.iup.edu.
4. Enter your username and password when prompted. This information will be the same as your IUP computer network account. If you do not know this information, you can obtain it at http://ursa.iup.edu.

Once you have logged into Moodle, click the My Moodle link in the upper right-hand corner to access your list of courses.

Choose DVST 170 from the list to access the course page. You should attempt to become familiar with Moodle prior to the course. The course includes a handout, A Brief Introduction to Moodle. Information may also be obtained at the IUP Moodle Landing page at http://www.iup.edu/moodle.
5. Purchase the textbooks and associated materials as outlined in the course syllabus. These materials will be required for the successful completion of the course.
6. Download any necessary software as outlined in the course syllabus. This software will be required to run or view much of the online content.
7. Prior to the first official day of class and complete the following:
   a. Look around the course and become familiar with the location of everything.
   b. Complete the Introduction to DVST 170 module in the Course Content section. This module will familiarize you with the course content and expectations.
   c. Please e-mail to your instructor any questions that you may have regarding the course.
8. You should keep this letter and the IUP technical support numbers handy in case you are unable to access your account information or the course. The IUP technical support contact is

<div align="center">

IUP Technology Service Center
724-357-4000
it-support-center@iup.edu
http://www.iup.edu/itsupportcenter

</div>

Welcome Module:
Introduction to DVST 170

Introduction to DVST 170

Table of Contents

Use the links below to jump to the individual sections of this module:

Overview

Welcome to DVST 170: Career Exploration. In this course, you will be acquainted with useful online sources that allow you to assess your personality, interests, and strengths--essential factors in ensuring your career satisfaction and success. Moreover, you will be introduced to theories upon which the above assessments are based, such as Gardener's multiple intelligences, Holland's interest environments, and Super's self concept. You will also come to know various sources and tools that will aid your exploration for career opportunities compatible to your skills and interests. You will be learning strategies in job search, compiling a competitive resume and cover letter, and preparing for a successful job interview. Finally, you will be introduced to IUP's Career Development Center and learn how to use its services in your interest. Upon completing the course, you will find yourself in a better position to achieve your career goals in a changing world and competitive job market.

Before our time together, please take some time to review the material presented in this module. The syllabus and other materials presented in this module will inform you of what to expect over the coming weeks. Additionally, there are assignments built into this module to help me get to know you and what you want to get out of this course.

I look forward to our time together. Please feel free to contact me if you have any questions regarding the course or the syllabus.

Best regards,

Dr. Wang

Top

Objectives

At the completion of this unit, the student will

- Demonstrate an understanding of the course syllabus.
- Commit to the expectations set forth in the syllabus and course introduction.
- Explain his or her interest in career exploration.

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Lesson Guide

The following activities are designed not only to familiarize you with the course policies and expectations but to allow the instructor an opportunity to get to know you and your interest and intent for taking this course. Prior to the first day of class, complete the following activities:

Course Policy Review
Read the course syllabus posted in the welcome block of the DVST 170 Moodle course page. Please read carefully and note any questions you may have regarding course policies and expectations, schedules, etc. Any questions you have should be sent to your instructor via IUP e-mail. At the completion of this module, you will be quizzed to assure your understanding of the course policies and information presented in the syllabus.

Introduction Writing Assignment
This is a brief (one- to two-page) informal writing assignment so that I can get to know a little bit about you and some of your interests with regard to your career exploration and consideration. Some topics that you are expected to address in this assignment include, but are not limited to, the following:

- Why have you chosen to take this course?
- What are some aspects of career exploration that particularly interest you?
- What do you hope to gain from this course?

Top

Assessment

Prior to the first official day of class, complete the following tasks:

1. Commitment to Course Policies
Locate the Commitment to Course Policies quiz in the welcome block of the DVST 170 Moodle course page. The syllabus represents a contract between yourself and the instructor. It is important that you understand the course requirements. The Commitment to Course Policies quiz is a means to assess your understanding of the course syllabus and course policies. Prior to completing the quiz, you should read the course syllabus. If you have any questions, contact the instructor via IUP e-mail. You will only be given one attempt at the quiz. Your responses will not be counted toward your grade; this is simply a means to assure your understanding of course policies and use of the Moodle Quiz feature. To assist you in taking the quiz, the Taking Moodle Quizzes Help Sheet has been provided.

2. Self-Introduction Writing Assignment
Compose a 250-word response to introduce yourself and tell a little bit about your interest in or knowledge of career exploration. You are expected to include the following three points:

- Why have you chosen to take this course?
- What are some aspects of career exploration that particularly interest you?
- What do you hope to gain from this course?

You should be sure to pay attentions to spelling and grammar. It is recommended that you type the document in a word processing program and save it so that you have a copy for yourself.

Once you have typed your response, post it to the Self-Introduction Writing Assignment Forum, located in the welcome block of the DVST 170 Moodle course page.

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Indiana University of Pennsylvania
Taking Exams in Moodle

The following help sheet is designed to provide you with tips for how to successfully take exams, tests, and quizzes in Moodle.

Prior to taking the exam

- Get to know Moodle. Log on and learn how to move through the system and where to locate course content, activities, and important information.

- If you have any documented disabilities that would prevent you from participating in the online testing process or would require testing accommodations, you must notify and discuss appropriate accommodations with your instructor.

- Make sure your computer is in good working order and that you have the appropriate software installed.

- You must disable any pop-up blocking software.

- Gather any materials that you will be permitted to use on the exam (e.g., notes, textbook, study guides).

- Pick a location where you can work uninterrupted for the time of your exam.

- Know whom to contact in case something goes wrong. In most cases, you should contact your instructor *immediately* if you experience issues while taking an exam.

- Most importantly, *be prepared*. Make sure that you have completed required readings, participated in required course activities, taken notes, and studied.

Taking the exam

Your instructor has the ability to set up Moodle to control exam availability, the amount of time to take the exam, the number of questions presented at one time, and the order in which the questions are presented. These factors will differ by instructor/course. Be aware of the testing conditions for a given exam. The following are some general points to keep in mind when taking exams in Moodle:

- You must take the exam during the availability window set by your instructor. For example, an exam may only be available from Wednesday, June 10, 2009 at 12:00 a.m. until Thursday, June 11, 2009 at 11:55 p.m.

- You may be permitted to take the same exam more than once during the availability period. However, all attempts must be completed within the availability period.

- Allow enough time to take the exam. Exams will shut down when the availability period ends.

- Exams that are timed will close when time has run out, and you will be unable to complete any incomplete questions or items.

- When responding to questions, make sure to click the Save Without Submitting button at the bottom of each page of the exam before moving on to subsequent pages. You may then advance to the next page by clicking the page number or the Next link. (Pictured right.)

- Once you have completed all questions, click the Submit All and Finish button. You will receive a warning message to confirm that you are done with the quiz and do not wish to make changes. If you are sure you are finished, click OK. Your quiz will be submitted for grading.
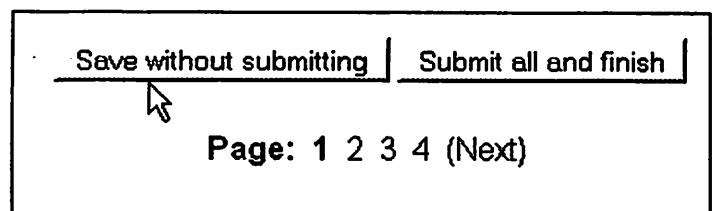
Taking Exams in Moodle

- If you have multiple attempts to take the exam, your instructor may set a time limit between each attempt. This time limit is put into place to require you to take time to review your responses and study your materials to improve your score for your next attempt.

- If you experience problems during the exam—system timeouts, failure of the system to save your responses, etc.—contact your instructor *immediately*.

- You *must* complete all attempts at taking the exam within the given period of availability and in the time allotted for each attempt.

After the exam

- Your instructor may set the exam up to allow you to review your responses and to see missed items. You may also be able to receive your grade immediately. If either are these items have been permitted, they will be visible at the end of the exam.

- If this is your first attempt at the exam, use this opportunity to review your responses and note questions about which you were not sure of the answers. Use the information to prepare of your next exam attempt.

- When you are finished with Moodle, make sure you log out of the system and close the Web browser.

Good Luck!

Sample Instructional Module:
The World and You

The World and You

Table of Contents

Use the links below to jump to the individual sections of this module:

Overview

In 2009, U.S. automakers found themselves in a situation they couldn't have envisioned in previous decades. They faced the choice of either making structural changes or going bankrupt. What caused this painful situation for what was once the backbone of American industry? What does it tell you about today's American economy? How is it going to affect your career decision?

Now, one major newspaper after another has supplemented their traditional hard-copy formats with online editions or simply said good bye to the traditional hard-copy formats. What triggered this shift from offline to online? How should you react to the factors behind this change?

Top

Objectives

At the completion of this unit, the student will

- Summarize changes in the workplace.
- Identify factors that are responsible for the changes.
- Describe how they are going to react to the changes.
- Explain the value of a liberal arts degree in the job market.

Top

Lesson Guide

Readings
Read the chapter on "The Changing Workplace and Trends in the 21st Century" as indicated in the course syllabus. Complete the The World and You Study Guide (available in the The World and You content block in the DVST 170 Moodle course) to understand and reinforce your memory of the important information presented in this chapter. Upon completion of the study guide, you may check your answers using the The World and You Answer Key.

Discussion Points
As you read, note the following discussion points:

- What are the major changes in the U.S. economy and workplace?

- What is the impact of globalization and technology in the U.S. economy?
- What is the value of a liberal arts degree in the current economy and why?
- What is the impact of the changes on your major or your career planning if you are undecided?

Additional Resources

Thomas Friedman's best-selling book, The World is Flat: A Brief History of the Twentieth-First Century, highlights in vivid detail how computer technology has dramatically changed the way business is done, making globalization an inevitable reality and leveling the ground for competition among countries, rich and poor. Friedman delivered an engaging 90-minute talk about some of these issues in May 2005 to an audience at MIT. The lecture can be viewed at http://mitworld.mit.edu/video/266.

Top

Assessment

To complete this module, perform the following tasks. Please note that all tasks are due by the deadlines outlined in the course syllabus:

1. Quiz
Following completion of the readings and the study guide, take The World and You Quiz located in the World and You content block on the DVST 170 Moodle course page. The Taking Moodle Exams Help Sheet has been provided to assist you.

2. Discussion
Based on the discussion points presented in the lesson portion of this module, contribute to the overall discussion regarding the changing world and career planning. Specifically, your response is expected to answer the following questions:

- What are the major changes in the U.S. economy and workplace due to globalization and technology?
- How would these change impact your major or career planning?
- Do you think these changes will eventually benefit the U. S. and world economy? Why or why not?

Your response should be posted to the Forum labeled The World and You, available in the World and You content block in the DVST 170 Moodle course page.

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Study Guide: The World and You

1. **What is the theme of this chapter?**

   Change

2. **Explain the following kinds of economies:**

   a. Manufacturing—In a manufacturing economy, the majority of workers produce products, such as machines, energy, transportation means, etc.

   b. service-based—In a service-based economy, the majority of workers provide services, such as insurance, health care, financial matters, food preparation, etc.

   c. knowledge-oriented—In a knowledge-oriented economy, many workers must possess at least a college degree specialized in a specific area and be equipped with self-study skills.

3. **How do these kinds of economy reflect the economic development in the U.S.?**

   Manufacturing used to be the mainstay of the U.S. economy, but it has been replaced by a service-based economy due to outsourcing and offshoring. To maintain its position as a powerful and strong economy, American economy is shifting toward a knowledge-oriented economy where many jobs require specialized knowledge and higher-level thinking skills.

4. **What is outsourcing?**

   Part of work in a company is sent to workers overseas, usually in developing countries.

5. **What are the factors behind outsourcing?**

   Markets are rapidly growing in the countries to which outsourcing is prevalent.

6. **What is offshoring?**

   A whole company moves to another country.

7. **What has caused offshoring?**

   The labor cost is much less due to lower wages and marginal benefits.

8. **How have outsourcing and offshoring changed the landscape of the U.S. economy?**

   Many blue collar and low paid jobs are lost forever. New jobs have emerged and continue to emerge.

9. **How did computer technology change the way business has been done?**

Computer technology has made it possible for some work to be outsourced, such as reading an x-ray by an Indian radiologist. Computer technology enables people to perform many jobs online, such as sales, banking, and counseling.

10. **What did you learn from the story of Jessica?**
Answer varies.

11. **What implications do all these changes have for your major and intended career?**
Answer varies.

12. **What would you do to prepare yourself for the changes?**
Answer varies.

13. **What knowledge and skill would a major of liberal arts learn?**
Communication skill; data collection, and analysis; a broad knowledge base; sound reasoning and abstraction; skeptical mind set; and the ability to learn new ideas, protocols, etc.

14. **Why is the knowledge and skill valuable in today's economy?**
Today's economy is characterized by constant change and the need to keep up with the pulse of the time. What has been obtained from a rigorous liberal arts program will prepare the person the skill, knowledge, and resilience required by today's economy.

The World and You Study Guide Answer Key   2

Focus II Part 1: Getting Started

Table of Contents

Use the links below to jump to the individual sections of this module:

Overview

How do people know what they want to do for careers? More importantly, how do people know whether or not they will like a career when they get into it? While there are no crystal balls or fortunes that can predict the future, there are some assessments and resources that can be used to help guide the search for a career and assist in making the decision as to whether or not a specific career would be a good fit. This project, will introduce you to Focus II, a tool that can be used to assist you in your career exploration.

Top

Objectives

At the completion of this unit, the student will

- Successfully register for access to Focus II.
- Navigate the Focus II interface.

Top

Lesson Guide

FOCUS II is an online career exploration tool for students to assess their interest, career readiness, and academic preparation. The system includes assessments to determine personal goals and strengths and weaknesses, personality, values, work interests, and skills. It also provides resources to explore various careers that align with student interests. Finally, Focus II creates reports that can be used in considering careers and majors.

Over the course of the semester, you will be using Focus II to explore career options. You will use the assessments and resources in Focus II to document career exploration through a personal portfolio report and a 250-word or one-page reflection documenting what you have learned about yourself from the assessments. This portion of the project is designed to introduce Focus II and navigation within the system.

Registration Instructions
To get started with Focus II, you must complete the registration process. Directions for registering, as well as an example of a completed registration page have been included below:

1. Using your web browser (e.g., Internet Explorer or Firefox), go to the following address:
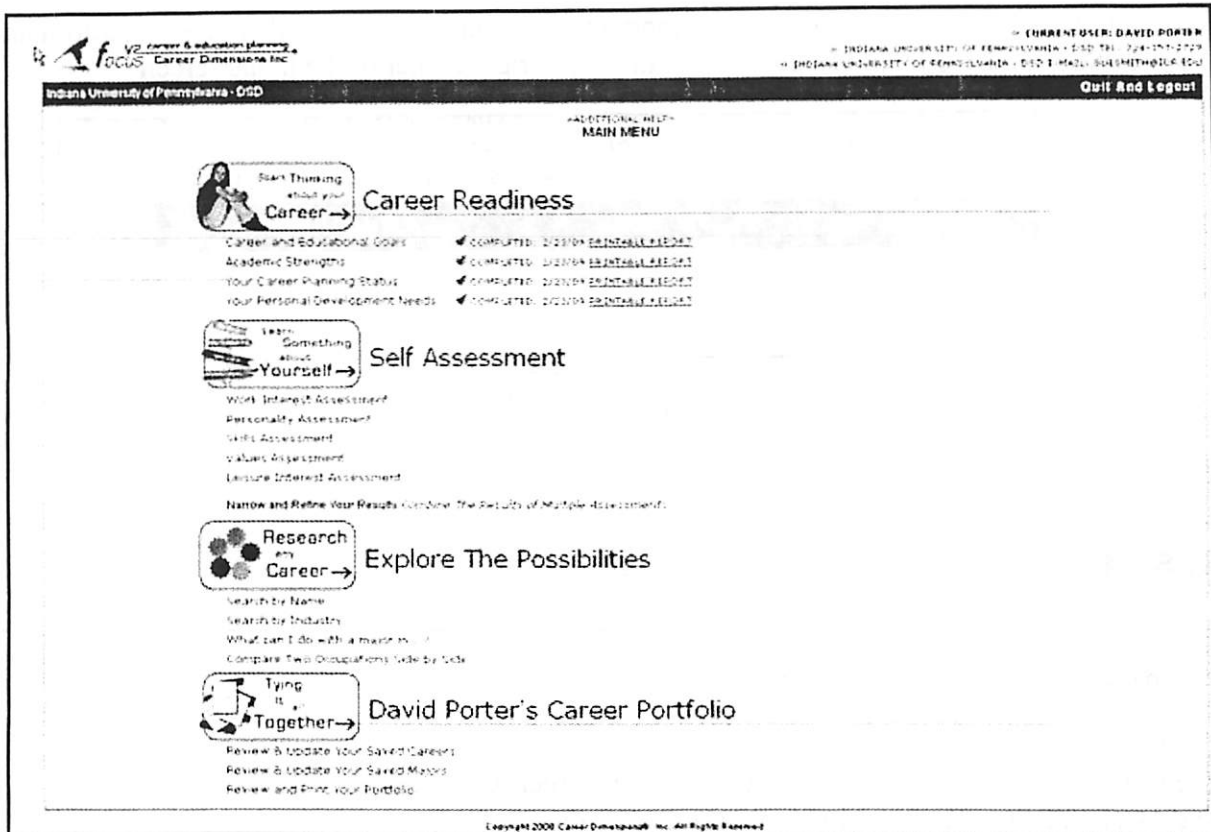
Image: Focus II Main Page

The Focus II main page is divided into four areas. Each area provides tools and information to assist in guiding the student in making career choices:

- Career Readiness—This section provides students with activities to assess where they are in their career search.
- Self-Assessment—The assessments in this section will help match students up with potential careers based on their work interests, personality, skills, values, and leisure activities.
- Explore the Possibilities—The tools in this section provide students with resources and information on possible careers.
- Career Portfolio—Students can track the careers and majors in which they are interested and print a report of all activities completed in Focus II.

When you complete an activity, a check mark and the date completed will appear next to it. You may complete each activity as many times as you like; to redo/edit an activity, simply click the link for the activity. The option to print a report will also appear next to completed items. Clicking on the link for a printable report will open a new window; to print the report, click on the print link in the upper-right corner of the popup window (pictured below).
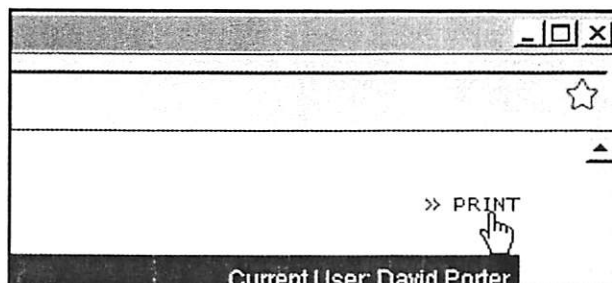

Image: Print Link in Focus II Report

At the completion of any Focus II session, it is important to log out. This assures that personal information is secure. Log out by clicking on the Quit and Logout link in the upper-right corner of the home screen.
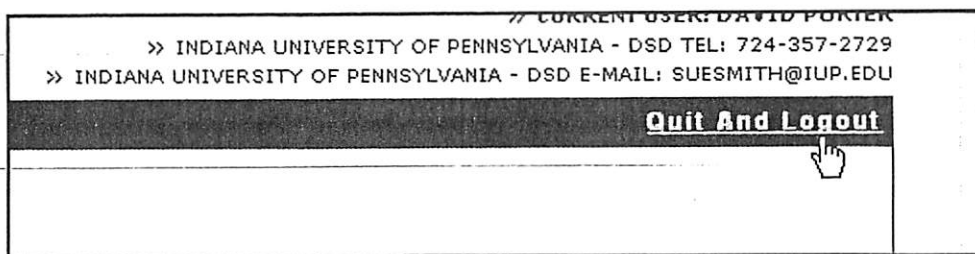
```
                                           // CURRENT USER: DAVID PORTER
      >> INDIANA UNIVERSITY OF PENNSYLVANIA - DSD TEL: 724-357-2729
    >> INDIANA UNIVERSITY OF PENNSYLVANIA - DSD E-MAIL: SUESMITH@IUP.EDU

                                                  Quit And Logout
```

Image: Quit and Logout Link

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Assessment

At the completion of this module, complete the following:

- Focus II system registration
- The Career and Educational Goals activity under Career Readiness
- The Academic Strengths activity under Career Readiness

Direct any questions/issues with Focus II to your instructor. Make sure that you are comfortable with the software; in the next couple of weeks, you will be expected to complete a number of activities in Focus II and to prepare a reflection of your experience.

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Indiana University of Pennsylvania
Moodle

moodle.iup.edu → dwang-dev-DVST170

Return to my normal role

People
- Participants

Activities
- Forums
- Quizzes
- Resources

Search Forums
[_____] Go
Advanced search

Administration
- Grades
- Profile

My courses
- Summer 2009 COMM 103 801
- Summer 2009 COMM 846 001
- Speaker Development COMM 103 Digital Instructional Technology
- Speaker Development COMM 150 Aesthetics and Theory of Communication Media
- Speaker Development COMM 300 Composition
- Speaker Development COMM 348 Intercultural Comm
- Speaker Development Environmental Comm

Topic outline

DVST 170 Career Exploration

Welcome to career exploration! In this course you will be learning some personality theories in relation to career planning so as to make realistic decisions on academic majors and life long careers. You will also be learning some strategies and skills to land a desirable job or career. To get started, please complete the Introduction to DVST 170 module below.

- Introduction to DVST 170 (Module)
  - Syllabus
  - A Brief Introduction to Moodle (PDF)
  - Textbook Companion Website
  - Quiz: Commitment to Course Policies
  - Self Introduction Writing Assignment
- News forum
- IT Support

1   The World and You

- The World and You (Module)
  - Study Guide: The World and You (PDF)
  - The World and You Answer Key (PDF)
  - Discussion: The World and You
  - Quiz: The World and You

2   Focus II Part 1: Getting Started
- Focus II Part 1: Getting Started (Module)
  - Focus II Website

3   Not available

Latest News
(No news has been posted yet)

Calendar

◄   June 2009   ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Events Key
- Global
- Course
- Group
- User

Screen Capture: DVST 170 Moodle Course Page

DVST 170 Career Exploration

Welcome to career exploration! In this course you will be learning some personality theories in relation to career planning so as to make realistic decisions on academic majors and life long careers. You will also be learning some strategies and skills to land a desirable job or caree. Please read carefully the course introduction in the content section of this welcome block and follow through the instructions.

Course Objectives

- o Students will become familiar with theories of career development and understand the relationship between these theories and the process of self-assessment.
- o Students will develop effective career planning strategies.
- o Students will become familiar with and utilize available university career resources.

🗋 Course Material: Introduction to DVST 170

　🎵 Syllabus

　🔖 A Brief Introduction to Moodle (PDF)

　🗋 Textbook Companion Website

　🗨 Commitment to Course Policies

　🎴 Self Introduction Writing Assignment

🎴 News forum

🎵 IT Support

Screen Capture: Detail of Course Welcome Block

1   ▢

The World and You

🗋 The World and You (Module)

　🔖 Study Guide: The World and You (PDF)

　🔖 The World and You Answer Key (PDF)

　🎴 Discussion: The World and You

　🗨 Quiz: The World and You

2   Focus II Part 1: Getting Started   ▢

　🗋 Focus II Part 1: Getting Started (Module)

　　🎵 Focus II Website

Screen Capture: Detail of Course Module Blocks