

13B
88-89

CURRICULUM PROPOSAL FORM

University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number	<u>13B</u>	/	<u> </u>
Action	<u> </u>		<u> </u>
Date	<u> </u>		<u> </u>

I. TITLE/AUTHOR OF PROPOSAL


COURSE/PROGRAM TITLE: LC 150, Career Exploration

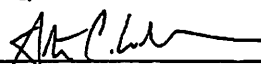
DEPARTMENT: Learning Center

CONTACT PERSON(S): Mr. Alphonse N. Novels, Ms. Carolyn J. Wilkie

II. APPROVALS


 Director, Learning Center


 Dept. Chair & Chair, Curric. Comm.


 Chair, Division Curric. Comm.


 Vice President, Student Affairs

Not Applicable
 Director, Liberal Studies
 (where applicable)

Not Applicable
 Provost
 (where applicable)

III. TIMETABLE

Date Submitted	Semester/Year to be	Year to be published
to UWUCC <u>7/6/88</u>	Implemented <u>Spring, 1989</u>	in Catalog <u>1989</u>

Rationale and Purpose

More and more colleges are finding it necessary and valuable to offer courses in career exploration to help students cope with career planning issues as they first enter college (Branyon and Piotrowski, 1986). A major study noted that "freshmen and sophomore students were more in need of life-planning skills, and juniors and seniors were more in need of job-seeking skills" (Heppner and Krause, 1986, p. 301). IUP currently offers a job-seeking oriented course for juniors and seniors, but we have no offerings for freshmen and sophomores.

The purpose of the enclosed course proposal (LC 150 - Career Exploration) is to introduce freshman students to the world of work and through self-assessment and exploration to enable them to make realistic decisions relative to academic majors and professional careers.

References

- Branyon, S. B., Piotrowski, C. (1986). Evaluation of a Freshman Career Development Program. (Eric Document Reproduction Services, No. ED274850.
- Heppner, P. P., Krause, J. B. (1979). A Career Seminar Course. Journal of College Student Personnel, 20 (4), pp. 300-350.

Course Syllabus

I.	Catalog Description		1 credit
			1 lecture hour
	LC 150	Career Exploration	0 lab hours
			(1C-01-1SH)

Introduces student to the theoretical and practical framework with which to explore a profession that would be compatible with their overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess and confirm their interests, and make realistic decisions on academic majors and careers.

Course Syllabus

I.	Catalog Description	1 credit
		1 lecture hour
	LC 150	0 lab hours
	Career Exploration	(1C-01-1SH)

Introduces student to the theoretical and practical framework with which to explore a profession that would be compatible with their overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess and confirm their interests, and make realistic decisions on academic majors and careers.

II. Course Objectives

1. Students will understand the relationship between theories of career development 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. The objectives of a college education (2 lectures)
 1. Purpose of college
 2. Educational objectives
 3. Value of attending college
- B. Overview of Careers (1 lecture)
 1. Mapping the World of Work
 2. Occupational classification systems
 3. Terminologies within occupational classifications
- C. Theories of Career Development (2 lectures)
 1. Stages of development
 2. Factors which influence career development
 - a. environment
 - b. personality
 - c. economy
- D. Self-Assessment (3 lectures)
 1. Exploring abilities, interest and values
 2. Evaluating vocational interests
 3. Decision-making

E. Investigating Occupations (2 lectures)

1. Identifying reasons for investigating occupations
2. Learning methods of investigating occupations
3. Identifying future occupational trends

F. Campus and other Resources (2 lectures)

1. Identifying on-campus resources
2. Faculty, staff and administrators as resources
3. Identifying off-campus resources

G. Application of Career-Decision and Reinforcement through Work Experience (2 lectures)

1. Volunteer work
2. Part-time, work study
3. Summer work
4. Cooperative work program
5. Internship

IV. Evaluation Methods

- A. The final course grade will be based on the total number of points earned. The letter grade corresponding to the points is listed as follows:

<u>Letter Grade</u>	<u>Points</u>
A	200 - 180
B	179 - 160
C	159 - 140
D	139 - 120
F	below 120

B. Point Distribution:

2 quizzes (10 pts)	= 20 pts
4 application exercises (10 pts)	= 40 pts
Discover II or Computerized Career Awareness Program	= 10 pts
Holland Self-Directed Search	= 10 pts
Class Presentation	= 10 pts
Mid-term exam	= 40 pts
Career Research Project	= 20 pts
Class participation	= 10 pts
Final exam	= <u>40 pts</u>
Total	= 200 pts

C. Application Assignments

These are worth 10 points each and consist of four career application exercises:

1. (2) Self-assessment exercises
2. Career lab utilization worksheet
3. What can I do with a Major in . . . Lab Worksheet

Criteria for awarding points

- 0 = No assignment submitted;
- 1 = No evidence of appropriate response to assignments;
- 2 = Insufficient evidence of appropriate response to assignments;
- 4 = Shows understanding of the principles and/or the techniques, but fails to apply these to personal experiences;
- 6 = Meets minimal expectations in showing understanding and application;
- 8 = Exceeds minimal competence and expectations;
- 10= Far exceeds expectations; shows thorough understanding and application.

- D. There will be 2 exams (40 pts. each) focusing on material from recent class topics. Quizzes are valued at 10 points each. Make-ups will be given only for legitimate excuses. Instructor must be contacted and arrangements made within 24 hours following regularly scheduled exams.

E. Participation

Active and relevant class participation will count for up to 10 points of the total course points.

V. Required Textbook

Lock, Robert D. (1988), Taking Charge of Your Career Direction. Pacific Grove, California: Brooks/Cole Publishing Company.

VI. Special Resource Requirements

Each student will be expected to utilize the following: Discover for College Students and Adults (computerized career exploration program), and the Career Lab located in 108 Pratt Hall.

VII. Bibliography

Bolles, R. N. (1978). The Three Boxes of Life. Berkely California: Ten Speed Press.

- Dunphy, P. W., Austin, S. F., McEneaney, T. J. (1976). Career Development for the College Student. Crauston, Rhode Island: Carroll Press.
- Harris, N. C., Grede, J. F. (1977). Career Education in College. San Francisco: Jossey-Bass.
- Michelozzi, B. N. (1980). Coming Alive from Nine to Five: The Career Search Handbook, 3rd Ed. Mountain View California: Mayfield Publishing Company.
- Montross, D. H., Shinkman, C. J., Ed. (1981). Career Development in the 1980's: Theory and Practice.
- Powell, Randall C. (1981). Career Planning Today. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Shertzer, B. (1985). Career Planning: Freedom to Choose, third edition. Boston: Houghton Mifflin.

Course Analysis Questionnaire

A - Details of the course.

- A1 - This course will serve as an elective for students in the Learning Center program, freshmen undecided majors, and others as space permits. This course is not intended for inclusion in the Liberal Studies program.
- A2 - This course does not require changes in any other courses or programs in the department.
- A3 - This course will follow the traditional type of offering which involves a combination of lecture and small group activities.
- A4 - This course has been offered in multiple sections as a Special Topic during the Spring 1987 and 1988 terms. Students rated it consistently high on Learning Center surveys.

Evaluations of this course for the Spring 1986 and Spring 1987 terms generated the following responses:

<u>Value of the Course</u>	<u>% Favorable</u>
1986	85%
1987	84%

In response to the question: "This course was helpful to students in understanding the importance of Career Planning, exploration of personal attributes, and overall familiarity with the world of work," the responses were again favorable:

	<u>% Favorable</u>
1986	80%
1987	92%

- A5 - This course is not intended to be dual level.
- A6 - This course is not to be taken for variable credit.
- A7 - Similar courses are offered at these institutions:

Mansfield University of PA
Westchester University of PA
Duquesne University
Waynesburg College

Ohio State University
 Iowa State University
 Oklahoma State University
 University of Georgia
 University of Nebraska-Lincoln
 University of Tennessee-Knoxville
 West Virginia University

A8 - While this course is not required by an accrediting authority The Council for the Advancement of Standards for Student Services/Development Programs' (CAS) guidelines for Learning Assistance Programs stipulates that programs must, "Promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices . . . " (Materniak, G., Williams, A., [1987]. CAS Standards and Guidelines for Learning Assistance Programs, p. 13)

B - Interdisciplinary Implications.

B1 - This course will be taught by one instructor per section.

B2 - It is not anticipated that any additional or corollary courses will be needed, now or later.

B3 - Modification of the initial proposal reviewed by the Educational Psychology faculty eliminated the overlap which had existed between this course and EP 304 Career Planning and Development. The Educational Psychology departmental curriculum committee views the two courses as being complementary to each other (See relevant memoranda attached).

B4 - A limited number of seats will be reserved for students in the School of Continuing Education.

C - Implementation

Resources

- A. No new faculty are needed to teach this course.
- B. Current space allocations are adequate to offer this course.
- C. No Additional equipment is needed.
- D. The existing Discover Lab located in Pratt Hall is adequate for the purpose of this course.
- E. Library holdings are adequate.
- F. No travel funds are necessary.

- C2 - A portion of the salaries for some faculty who teach the course are dependent upon Act 101 grant monies. Since all of these faculty are on permanent contracts, and since the Act 101 grant funds have been received by IUP for the past 16 years, the fact that some faculty are partially funded by an outside grant is not considered to present a problem.
- C3 - This course will be offered once a year during the spring semester for students admitted to the Learning Center Program and twice a year (fall and spring semesters) for regularly admitted freshman students categorized as undecided majors.
- C4 - Two sections of the course will offered in the fall term; and 18-20 sections will be offered in the spring semester.
- C5 - Twenty to twenty-five students will be accommodated in each section of this course. The nature of group and lab activities restrict enrollment to this number.
- C6 - There is no professional society that suggests enrollment limits for this course, however, sections of the course previously offered have shown maximum enrollment of approximately 20 is necessary for optimal instruction. In addition, the size of the Discover Lab limits the number of students who can be accommodated at any one point.
- C7 - This course will not be a curriculum requirement, except for Learning Center admits.

D Miscellaneous

Attachments

Course syllabi and descriptions from other institutions

Article entitled: A Career Seminar

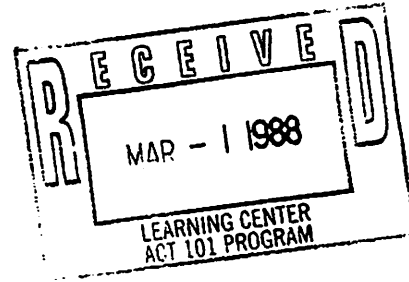
Students' evaluation of the course

Memo from Dr. Hoellein

Letter from Ms. Cathy Dugan



Indiana, Pennsylvania 15705



Date: February 26, 1988

Subject: Proposed Career Exploration Course

To: Alphonse N. Novels, Chairperson
Learning Center

From: Robert H. Hoellein, Chairperson
Department of Educational Psychology

I have reviewed the revised course proposal for LC 481 - Career Exploration (1 credit), with specific attention to Section G of the topical outline, and find that the revision eliminates the major duplication with our course - EP 304. Therefore, our departmental curriculum committee has no concerns regarding the content of revised proposal for LC 481 and views the two courses as complementary to each other in their current format.

gdf

INUP

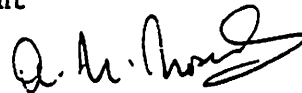
Indiana, Pennsylvania 15705

Date: February 16, 1988

Subject: Proposed Career Exploration Course

To: Dr. Robert Hoellein, Chairperson
Educational Psychology Department

From: Alphonse N. Novels, Chairperson
Learning Center Department



I've enclosed a copy of my September 25, 1986 memorandum to you, and your October 13, 1986 reply regarding a course currently being offered through the Learning Center (LC 481). It is our hope to submit a proposal for this course to the Senate Curriculum Committee for review and approval.

We took your suggestion, and modified Section G of the syllabus to eliminate duplication/overlap with your EP 304 course. I've attached both the old as well as the modified version of section G for your review and comments.

I would appreciate hearing from you and your colleagues at your earliest convenience.

Please give me a call should you have any questions.

ANN:kmb

Enclosures

cc: Ms. Carolyn Wilkie
Dr. Steven Ender

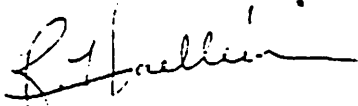
October 13, 1986

OCT 15 1986

SUBJECT: Career Exploration Course

TO: Alphonse N. Novels, Chair
Learning Center

FROM: Robert H. Hoellein, Chair
Department of Educational Psychology



The review of your proposed course, Career Exploration, has been completed by the faculty. One area of the proposed curriculum was evaluated as being a duplication or overlap with the curriculum in EP 304, Career Planning and Development. Section G of the topic section is considered a duplication of EP 304.

Modification of Section G or substituting another topic in Section G would eliminate the duplication that now exists.


Please inform our department of your intent regarding the duplication so that we can respond accordingly.

cc: Ms. Carolyn Wilkie
Dr. Steven Ender

LEARNING CENTER/ACT 101 PROGRAM
INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA PA 15705

SUBJECT: Career Exploration Course

TO: Dr. Robert Hoellein, Chairperson
Education Psychology Department

FROM: Alphonse N. Novels, Chairperson 
Learning Center Department

DATE: September 25, 1986

Enclosed you will find a copy of the syllabus for the Career Exploration course as it's currently taught by Learning Center Faculty under the Prefix Ed (481).

As I indicated to you via our earlier telephone discussion, we hope to offer this course on a permanent basis under our own departmental Prefix (LC) by submitting a course proposal to the Senate Curriculum Committee for review.

We firmly believe that the content of this course and the one offered through your department (EP 304 Career Planning and Development) is sufficiently different to warrant the existence of both.

We would appreciate hearing from you and your colleagues at your earliest convenience.

Don't hesitate to call should you have any questions.

ANN/mlw

cc Ms. Carolyn Wilkie
Dr. Steven Ender ✓

TOPICAL OUTLINE

An outline of the primary topics is presented below. Additional topics of relevance will be integrated into the course as it becomes necessary.

- A. The Objectives of A College Education
 - 1. The purpose of college
 - 2. Your educational objectives
 - 3. The value of attending college

- B. Overview of the World of Work
 - 1. Observations, terminology and definitions
 - 2. Occupational classifications

- C. Theories of Career Development
 - 1. Stages of development; the effects of environment, personality, and other factors which influence career development.

- D. Self-Assessment/Exploring your Personal Attributes
 - 1. Exploring abilities, interests and values
 - 2. Evaluation of vocational interests
 - 3. Decision-making

- E. Investigating Occupations
 - 1. Reasons for investigating occupations
 - 2. Methods of investigating occupations
 - 3. Future trends in occupations

- F. Campus and Other Career Resources
 - 1. Career Services Office; the Career Gallery; Counseling and Student Development Center
 - 2. Faculty, staff, administrators
 - 3. Other sources

- G. Employment Strategies and Opportunities
 - 1. Resumes and cover letters
 - 2. Interview
 - 3. Gaining work experiences: a) volunteer work, b) part-time work, c) summer work, d) co-op work program and 3) internships

Course Syllabus

Career Exploration - LC 481 (1 credit)

Instructor:

Required Text:

Career Planning: Freedom to Choose (3rd ed) by Shertzer
Handouts - to be distributed in class

Introduction:

This course is one of a three-part series entitled "Freshman Seminar." The series consists of three individual courses: Educational Planning and Development, Strategies for Achieving Academic Success and Career Exploration. The primary goal of the Freshman Seminar series is to assist students to develop the skills, information and motivation to adjust and to achieve a high level of success on college. All individual courses in the series will consist of both an information base and application base. This approach will better ensure that the information is learned in such a way that it is put to immediate use in the freshman year.

Goals and Related Objectives:

The purpose of choosing a major and career should be based on thorough investigation and analysis of the world of work and the job market. Career Planning and Development will provide students with the opportunity to examine the world of work, assess and confirm their interests, and make realistic decisions on academic majors and subsequent careers.

This course will give students a theoretical and practical framework on which to build and through further exploration choose a profession that would be compatible with their overall academic skills, aptitudes and life goals.

Goals and Related Objectives:

Goal: To assist students to develop an understanding of "self" in making realistic career and life choices.


Objectives: Upon successful completion of this course the student should be able to:

- a. Identify preferred work areas and activities.
- b. Identify career clusters compatible with their interests, abilities and values.
- c. Describe and integrate appropriate aspects of the Career Development theory.

LEARNING CENTER/ACT 101 PROGRAM
INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA PA 15705

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Don't hesitate to call should you have any questions.

ANN/mlw

cc Ms. Carolyn Wilkie
Dr. Steven Ender ✓

- d. Implement a plan for on-going self-evaluation.
- e. Identify pertinent aspects relative to the world of work.

Goal: To assist students develop effective career planning strategies.

Objectives: Upon successful completion of this course the student should be able to:

- a. Develop a five year goal plan.
- b. Identify and acquire experiences that would enhance future career goals; including graduate/professional school opportunities.
- c. Identify primary and secondary career options.
- d. List academic course requirements and appropriate electives.

Goal: To assist students to become familiar with and utilize University career resources.

Objectives: Upon successful completion of this course, the student should be able to:

- a. Identify all available campus career resources.
- b. Implement a plan to utilize a minimum of two campus resources as tools in the career preparation process.
- c. Conduct a career informational interview.
- d. Develop a written resume.
- e. Secure part-time, summer, internship and/or co-op work opportunities.

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An outline of the primary topics is presented below. Additional topics of relevance will be integrated into the course as it becomes necessary.

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 - 3. The value of attending college

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 - 1. Observations, terminology and definitions
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- C. Theories of Career Development
 - 1. Stages of development; the effects of environment, personality, and other factors which influence career development.

- D. Self-Assessment/Exploring your Personal Attributes
 - 1. Exploring abilities, interests and values
 - 2. Evaluation of vocational interests
 - 3. Decision-making

- E. Investigating Occupations
 - 1. Reasons for investigating occupations
 - 2. Methods of investigating occupations
 - 3. Future trends in occupations

- F. Campus and Other Career Resources
 - 1. Career Services Office; the Career Gallery; Counseling and Student Development Center
 - 2. Faculty, staff, administrators
 - 3. Other sources

- G. Testing Career-Decision
 - 1. Acquiring work experience
 - a. Volunteer work
 - b. Part-time work
 - c. Summer work
 - d. Cooperative work
 - e. Internships

Instructor:
Francis J. Kollar

Personal Career Development

Course Outline

AIM - To give you an overview of the world of work relevant to your interests, skills and aptitudes and relevant to Western Society. To explore your own feelings about the world of work and where you may fit into it. To gather information about vocational development and the job market as it relates to college graduates. To help you determine a general direction in your quest for a future career - specifically a position in the world of work.

- OBJECTIVE -
1. Providing the background for self-evaluation so that the student may develop as thorough an understanding of himself as possible.
 2. Providing the materials and resources for the study of the world of work.
 3. Providing the facilities and counseling so that these self-evaluations can be integrated.
 4. Providing assistance in the task of seeking his objective after his choice is made.

DESCRIPTION - This career development course encompasses three basic units of work which are structured on the individual's personal world, his world of work, and the interpretation of his personality and the world of work. These units include the use of a testing program at the beginning of the course, which includes the Differential Aptitude Test, The Strong/Campbell Vocational Interest Blank and the California Personality Inventory. From the student's review of these inventories and his self evaluation of both himself and the world of work, he learns to integrate his personal world with that of the world of work and hopefully selects a curriculum and career for his future. This course includes a history of vocational development in the United States and the application of the American worker to that history.

UNIT I

YOUR WORK AND EDUCATIONAL WORLD

Meetings: Monday and Wednesday at 1:00 P.M.

Unit I - Overview and Testing

1. Orientation: Overview of course and sign contracts.
- Lecture: 2. Work, society, and you Chapter Singleton/Bao, College to Career - Finding Yourself in the Job Market McGraw-Hill
How to Make a Decision - Chalk Talk
- Lecture: 3. Work and Education Chapter II Text Book
Hand out California Personality Inventory
- Testing: 4. The Importance of Planning ahead Chapter III
- Testing: 5. D.A.T. Questionnaire 3 hr. Evening

UNIT II

SELF-ASSESSMENT

Values

Clarification:

6. Exercise 1

Values

Clarification:

7. Exercise 2

Abilities:

8. This Isn't Quite What I Had In Mind, written by Loughary and Ripley
9. Interest
10. Social Issues
11. Significant Others/Feelings
12. "What I Learned About Myself" paper presentation
paper due

UNIT III

EXPLORING THE WORLD OF WORK

- Lecture 13 Classifying Occupations
- A. General review of occupational classifications
 - B. Two-dimensional classifications...
Ann Roe's system...Handouts...
 - 1. Horizontal groupings - based on activities in jobs.
 - 2. Vertical groupings - skills level of function.
 - C. Clusters systems...Holland's six occupational personalities
RIASEC
 - D. Dictionary of Occupational Titles
- Lecture 14 Clusters System
- A. Holland's system
 - B. Other systems
- Lecture 15 Dictionary of Occupational Titles
- A. Handouts
 - B. Assignment
- Lecture 16 The Current Job Market
- Papers Due: "What I Learned About Myself" (before Thanksgiving)
The Inquiring Reporter

PERSONAL CONTRACT

UNIT IV

Integrating the Process of Decision Making and the Job Market

As It Relates To You.

- Lecture 17 Second Alternative...A Career choice,,,each career choice should be a different occupation/job.
1. Administer the Self-Directed Search
 2. Score
- ASSIGNMENT: D.O.T. Worksheet
- Lecture 18 Work day in Career Planning Library
1. Assignment: D.O.T. Worksheet
 2. A career outlining
- Lecture 19 Third Alternative...A career choice
1. Assignment: Administer Vocational Preference Inventory
 2. Score
- Lecture 20 Work Day in Career Planning Library
- Lecture 21 Career Day...The Career Selection Matrix and How to Use It.
- Lecture 22 Film Slides
1. The Changing Work Ethic
 2. Choosing Your Career
- Lecture 23 Review of D.O.T. with all students...if back from test scoring
- Lecture 24 How to get a Job
1. Job Hunting Guide
 2. Job Hunting: Secrets and tactics

Syllabus
ACADEMIC ALTERNATIVES EXPLORATION COURSE
ED:HUSER 270.02

Text: Academic Alternatives: Exploration and Decision Making
Office: 012 Mount Hall
Phone: 292-8278

Week of	Topics
March 28	UNIT 1: Personal Awareness Examining Current Academic Choices
April 4	UNIT 1: How Decisions are Made Career Development Theories
April 11	UNIT 2: Identifying Academic Alternatives Overview of OSU majors and Academic Requirements Transcript Analysis
April 18	UNIT 3: Personal Assessment Personality and Career Discover/Sigi Plus Senior Bank
April 25	UNIT 3: Exploring Career Information MBTI Interpretation
May 2	UNIT 4: Academic and Occupational Relationships Midterm Coop Opportunities Resume Writing and Placement Office Services
May 9	UNIT 4: Academic/Occupational Interviews and Presentation
May 16	UNIT 5: Making a Decision and Action Planning Academic and Occupational Presentations Periodic reassessment

May 20 to June 3 second and final meeting with instructor.

ATTENDANCE POLICY: Attendance in this course is **mandatory** because of the personal and process-oriented nature of its content. Students having more than two unexcused absences will be disenrolled from the course.

GRADING POLICY:

This course is graded S/U. For a satisfactory grade, a minimum of 80 points in the following assignments is required. In addition, all assignments must be turned in on the assigned date. Workbook units must be completed before the Unit is addressed in class.

Assignment	Due Date	Points
MBTI	4-11	5
1st Meeting	4-11 to 4-22	10
Book Review	5-9	10
2nd Meeting	5-20 to 6-1	10
Midterm	5-2	15
Computer Assessment Academic/Occupation Presentations	at second meeting	5
Work Book	5-11 to 5-16	10
Class Participation	at both meetings	25
		10
		100

		Pages
March 28	Introduction	
March 30	Life Line	3-8
April 1	Force Field	8-13
April 4	Decision Making Styles	15-18
April 6	Sex Roles	18-19
April 8	Holland	45-60
April 11	Overview of OSU Majors	23-33
April 13	Overview of OSU Majors	
April 15	Transcript analysis	34-36
April 18	Senior Bank	38-43
April 20	Discover/Sigi Plus Briefing (West Campus)	
April 22	MBTI Interpretation	45-60
April 25	Attitudes and Values twds Occupations	
April 27	Career Library (Sullivant Hall)	
April 29	Issues for the 90's	
May 2	Midterm	
May 4	Coop Opportunities	77-85
May 6	Resume' & Placement Services	85-92
May 9	Resume'	
May 11	Presentations	
May 13	Presentations	
May 16	Presentations	
May 18	Beginning the Process	93-97
May 20 - June 1	Meeting with Instructor	
June 3	Final class meeting	

skills, basic responding skills, personalizing and initiating skills.

500. Fundamentals of Guidance in Elementary and Secondary Schools. 5 hours.
An introduction to professional training for counselors and an opportunity for teachers to acquire an overview of guidance and counseling functions in the school program.

501. Individual Appraisal. 5 hours.
Principles of testing, types of scores, use of instruments and methods of assessing abilities, achievement levels, interests, attitudes, developmental variables, vocational skills, and personality characteristics. Use of test and non-test data in guidance and counseling.

Curriculum and Supervision (ECS)

514. (EIT) Design and Development of Computer-Based Instructional Methods. 5 hours.
See EIT 514.

Drama Education (EDR)

335. Curriculum and Methods in Drama Education. 5 hours.
Prerequisite: Accepted in the Curriculum Sequence in Drama Education.
Planning and developing procedures for implementing curriculum in Drama at the early childhood and middle school level. An investigation into the literature, materials and techniques appropriate for children at different developmental levels.

336. Curriculum and Methods for Drama Education in the Secondary School and the Community. 5 hours.
Prerequisite: EDR 335. Accepted in the Curriculum Sequence in Drama Education.

Planning and developing procedures for implementing the use of drama as an art and a therapy in the secondary schools and in other community agencies with an educational function.

546. Student Teaching in Drama Education. 1-15 hours.

Prerequisite: EDR 335 and EDR 336. Accepted in the Curriculum Sequence in Drama Education.

The student is placed for a quarter in an approved professional laboratory situation and supervised in the practical application of drama education skills.

512. History and Philosophy of Vocational Business Education. 5 hours.
Origin and development of vocational education with emphasis upon business education; federal legislation for vocational education, and administration of federally aided programs; vocational and technical education programs in industry; changing manpower needs and new media and retraining procedures as instruments for updating vocational programs.

546. Student Teaching in Business Education. 1-15 hours.

576. Consumer Financial Planning. 5 hours.
Prerequisite: ECN 107 or 545 or equivalent.

Focuses on specific consumer problems that students encounter during school years, as well as those they will confront after leaving school; emphasizes how our economy functions, making purchases wisely, managing money to best advantage, evaluating sales and advertising practices, guarding against unwise buying practices and dishonest selling practice.

Counseling and Human Development Services (ECP)

399. Career Development for Life Planning. 20 hours.

Offers an opportunity for receiving information and developing skills necessary for effective career decision making. Processes of self assessment, occupational exploration, and preparation for employment are explored. In addition to traditional classroom activity, content is presented in an experiential manner through field trips, observations, role playing, simulation, individualized projects, and contact with resource experts.

400. Special Problems in Counseling and Human Development Services. 1-10 hours.
Prerequisite: Permission of department.

The topic(s) of this course is arranged for individuals or groups to accommodate the study of current philosophical, psychological, sociological and developmental trends, unique interests, special training needs and research efforts of students. The course may be taught as an independent study for an individual or group, or as a formal class for all students.

402. Interpersonal Relationships. 5 hours.
Prerequisite: Two undergraduate courses in PSY or EBY

Interpersonal skills are taught and demonstrated by the instructor. Students practice the skills in role playing situations. Skills included are: listening, attending, psychological attending, learning, perceiving surface and underlying

401. Business Communication. 5 hours.
Theory and practice in the processes (thinking, reading, writing, speaking and listening) involved in business communication.

503. Word Processing Applications. 5 hours.
Word processing skill development utilizing IBM Personal Computer with popular software package designed for administrative word processing applications. Opportunities will also be given for personal applications, including resume and term paper preparation.

506. Integrated Office Practices and Procedures. 5 hours.
Prerequisite: EBE 302 and 305 and 503 or equivalent.

Capstone experience in simulated setting integrating office procedural functions and practices, including operation of word processors, electronic typewriters, dictating/transcribing machines, copiers/duplicators, electronic calculators, and other business machines. Emphasis will be given to the development of affective competencies; professional opportunities for qualified persons will be examined.

507. Office Management. 5 hours.
Scientific office management: principles, equipment, supervision, information management, methods and procedures, job organization and evaluation, selection and training of office personnel.

508. Business Data Processing for Teachers. 5 hours.
Introductory course in computers and data processing concepts, including evolution of computer industry, techniques of data handling, computer systems, number systems, hardware (including central processing unit), software, input-output techniques, and magnetic storage; use of microcomputers for BASIC language programming. Course prepares students for Information Processing section of TCT.

509. COBOL Business Applications for Teachers. 5 hours.
Prerequisite: EBE 508, CS 533, or permission of department.

Application of basic knowledge of programming to problems in inventory control, accounts receivable, and payroll. Attention is given to methodology of teaching these applications.

510. Systems Analysis and Design for Teachers. 5 hours.
Prerequisite: EBE 509, CS 533, or permission of department.

Provides technical background and knowledge for teaching advanced programming on systems design. Includes project management, documentation standards, hardware, software, forms design, feasibility studies, file organization, systems design, and development.

Intermediate Shorthand. 5 hours.
Prerequisite: EBE 300 or equivalent.
Emphasis on reinforcement, improving speed and accuracy in taking dictation on both practiced and new-matter materials, and transcription at typewriter.

Advanced Shorthand. 5 hours.
Prerequisite: EBE 301.

Emphasis on improvement of dictation speed on unfamiliar material; emphasizes handling of materials, many shortcuts, and efficient transcription techniques, and production of mailable reports.

Introductory Keyboarding for Information Processing. 5 hours.

Introductory course designed to teach alphabetic keyboarding skills to students who are to use typewriters, microcomputers, processors, computer terminals, and other information processing equipment. Mental formatting of letters, tables, and documents. Course will be taught on state-of-the-art electronic typewriters.

Keyboarding Applications for Business. 5 hours.
Prerequisite: EBE 303.

Emphasizes the application of keyboarding to production of business letters, statistical reports, tabulation, forms and manuscripts. Will be taught on state-of-the-art electronic typewriters.

Machine Calculation of Business Problems. 5 hours.

Emphasis on the use of electronic calculators to facilitate speed and accuracy in computation and in the application of the principles of business mathematics in solving a wide range of business problems.

Basic Curriculum in Business Education. 5 hours.
Prerequisite: EBE 336.

Planning curriculum content and planning instructional programs in business education.

Teaching Procedures in Business Education. 5 hours.

Prerequisite: EBE 335.
Planning and evaluation of teaching materials, methods and techniques in business education. Directed observation, lesson planning, and experience in individual laboratory.

Special Problems in Business Education. 5 hours.

Senior standing in business education.
Students are permitted to secure special training appropriate to the needs of the individual. The student's project may involve investigation in the field or the collection and analysis of original data pertinent to a problem.

OKLAHOMA STATE UNIVERSITY

ARTS AND SCIENCES (A&S)

1111

Freshman Orientation. Orientation for freshmen. Study techniques, evaluation of one's abilities and the making of proper educational and vocational choices.

*(1 credit hour)
required for A+S*

3710

A&S Internship. 1-6 credits, maximum 6. Prerequisite: junior standing. For students in the College of Arts & Sciences. Cooperative education experiences not included in departmental offerings. Before enrolling, students must have an individual contract approved by the sponsoring professor and the Dean of Arts and Sciences (or administrative officer).

(1 credit hour)

CURRICULUM AND INSTRUCTION EDUCATION (CIED)

1230

Reading and Study Skills for College Students. 1-4 credits, maximum 4. Lab 1-4. Instruction and laboratory experience for the improvement of reading rate, vocabulary, comprehension and study skills. Graded on pass-fail basis.

*(2 credit hours)
an elective*

APPLIED BEHAVIORAL STUDIES IN EDUCATION (ABSED)

1110

World of Work. 1-3 credits, maximum 3. Assists students in exploring career options through increased understanding of self and expanded knowledge of occupational information. Includes a study of the decision-making process and a look at the present and future changing world of work.

*(2 credit hours)
an elective*

DUQUESNE UNIVERSITY
College of Liberal Arts and Sciences

CAREER EXPLORATION

TEXTBOOK: Harris-Bowlsbey, JoAnne, et al. Take Hold of Your Career. The American College Testing Program Career Planning Services, 1982.

INSTRUCTORS: Dr. James R. Holcomb, Ms. Carol J. Cantini, Ms. Jody E. Reinsel

CLASS SCHEDULE

<u>Week/ Session</u>	<u>Topic</u>	<u>Chapter/ Exercise</u>
1.	The Process of Life and Career Planning	Ch. 1
2.	The Decision-making Process	Ch. 2/Ex. 1
3.	A Career Conceptualized	Ch. 3/Ex. 2
4.	Self-concept and Vocational Choice	Ch. 4/Ex. 3
5.	Your Interests and the World of Work	Ch. 5/Ex. 4a/b
6.	Assessing Your Experiences, Skills, and Abilities	Ch. 6/Ex. 5
7.	Mid-term Exam and/or Report	- - -
8.	Stereotyping and Occupational Choice	Ch. 7/Ex. 6
9.	Organizing Your Occupational Research	Ch. 8/Ex. 7
10.	Gathering Information on Select Occupations	Ch. 8/Ex. 8,9
11.	Weighing Personal Preferences and Choosing Alternatives	Ch. 9/Ex. 10
12.	Personal Career Action Plan	Ch. 10/Ex. 11
13.	Developing Job Search Skills and Strategies: Part 1	Ch. 10/Ex. 13,
14.	Developing Job Search Skills and Strategies: Part 2	14; Sup. Guide/ Handouts*
15.	Final Exam and/or Report	- - -

*Based on Leader's Guide: Job Search Strategies Workshop, CPC Foundation, 1983

IOWA STATE
UNIVERSITY

Career Development and Placement
College of Business Administration
College of Sciences and Humanities
204 Carver Hall
Ames, Iowa 50011

Telephone: 515-294-8419

March 18, 1988

Dr. Kathryn A. Stratton
Learning Center Curriculum Committee
Indiana University of Pennsylvania
203 Pratt Hall
Indiana, PA 15705-1087

Dear Dr. Stratton:

Your letter of February 23 was forwarded to me by Marcia Akers. In response to your request, I have enclosed information on the two career development courses offered for credit at Iowa State University. These two courses are separate from the required (no credit) freshman orientation classes and provide elective credit toward graduation. The 1987-1989 catalog course descriptions are as follows:

Sciences & Humanities (S-H) 102. Introduction to Career Planning. Cr. 0.5. First 8 weeks. Prereq: Second semester freshman classification. Development of self-awareness through assessment of values, interests, and skills; utilization of career research techniques; opportunities for exposure to professionals in various career fields; facilitation of goal-setting and decision-making skills. Offered on a satisfactory-fail basis only.

Sciences & Humanities (S-H) 104. Personal Career Development. Cr. 2.0 Prereq: Sophomore classification. Comprehensive approach to personal career development; intensive self-analysis; utilization of a computerized career exploration system; examination of work in modern society and the impact of technology on the future of work; exposure to job search skills necessary for career choice implementation.

The enclosed syllabus will provide additional information. If I can be of further assistance, please feel free to contact me.

Sincerely,



Dee Stupp-Hurst
Career Development Officer

DSH:tm

Enclosures

cc: Marcia Akers

S-H 102
INTRODUCTION TO CAREER PLANNING

1. COURSE OBJECTIVES:

- A. To develop self awareness that includes an understanding of one's interests, values and skills.
- B. To acquire the skills necessary to recognize and utilize various resources for information about career opportunities.
- C. To set career related goals.

2. KEY TOPICS:

- A. Career Decision-Making
- B. Career Resources
- C. Values
- D. Skills
- E. Interests
- F. Goal Setting
- G. World of Work

3. KEY ACTIVITIES:

- A. Harrington - O'Shea Career Decision-making System
- B. Career Research and Interview
- C. Pathways to Careers

S-H 102 SCHEDULE AND REQUIREMENTS

- Jan 21 (Th) - Introduction: course requirements, personal information sheet, get acquainted
- Jan 26 (T) - Career decision-making overview, decision-making styles
- Jan 28 (Th) - Harrington-O'Shea Career Decision-making System
- Feb 2 (T) - Values
Values Survey completed by beginning of class
- Feb 4 (Th) - Skills and abilities
- Feb 9 (T) - Interests
- Feb 11 (Th) - Transition to world of work
- Feb 16 (T) - World of work - introduction to ISU career resources
- Feb 18 (Th) - World of work - additional resources
- Feb 23 (T) - Information interviewing, role playing, how to find people to interview
Career Research due
- Feb 25 (Th) - Individual appointments with instructor; no class
- Mar 1 (T) - Pathways to Careers - Memorial Union
- Mar 3 (Th) - Goal-setting; risk-taking
Pathways to Careers Worksheet due
- Mar 8 (T) - Strategies for attaining goals; action plans, evaluation
Career Interview Report due

COURSE REQUIREMENTS:

1. Class attendance
2. Harrington-O'Shea
3. Career research and interview (minimum of 1)
4. Participation in Pathways to Careers
5. Instructor conferences
6. Satisfactory completion of all exercises assigned by instructor

S-H 104

SPRING SEMESTER 1988

Office: 204 Carver
Phone: 294-8419

INSTRUCTOR: DEE STUPP-HURST

OVERVIEW:

S & H 104 is a two-credit course designed to provide opportunities for self-exploration and clarification of personal and career goals. To reach this end, we will use readings, lectures, discussions, and media resources. A unique feature of the course is the use of SIGI, an interactive computer program that assists the user in the career decision-making process.

TEXTS AND OTHER REQUIRED MATERIAL

Career Planning for the 80's, Reed Mencke and Ronald Hummel. Brooks/Cole Publishing Company, Monterey, CA. 1984.

GRADING

Grades will be based on the following:

		<u>Due Dates</u>
Developmental Resume	100	February 11
Information Interview Report I	100	March 3
Information Interview Report II	100	April 14
Two exams, 50 points each	100	
Resume/Cover Letter	100	May 3
Course Paper	250	May 12
Additional Written Exercises	100	
Class Attendance and Participation	<u>150</u>	
Total Points	1000	

CLASS POLICIES

Attendance

Due to the participatory nature of S-H 104, you are expected to attend each class session. In this particular course, outside readings do not duplicate materials covered in class lectures, videotapes and exercises. Therefore, it is very difficult to perform well on exams and assignments if you regularly miss class. To encourage you to attend and to participate, 150 points of the final grade will be based on your attendance and participation record.

If a class must be missed contact me or leave a message at 294-8419. An appropriate written make up assignment will be assigned and completed within one week of the absence.

Late Assignments

The required assignments for this course are designed to assist you in the career decision-making process. To receive maximum benefit from the assignments, it is necessary to complete them at certain times and in a particular sequence. Therefore, students who turn in assignments more than one day late will be penalized:

Assignments submitted from 2-7 days late will be graded half a letter grade lower. In other words, an "A" paper would be graded "A-".

For each successive day, the grade for the late assignment will be lowered one whole letter grade.

Please note that in order to receive a passing grade for this course, all exams and assignments must be completed. No late assignments will be accepted during final exam week.

Make-Up Exams

Since there are only two exams, you are expected to be present for each of them. Make-up exams will be given only under unusual circumstances. To request a make-up exam, you must contact me before the exam and be prepared to document your reasons for requesting a make-up exam.

All make-up exams will consist of essay questions.

S-H 104

Course Objectives:

- 1) To clarify personal values, interests, and skills.
- 2) To introduce the tools and methods of career exploration.
- 3) To foster an understanding of the human needs work fulfills.
- 4) To become aware of the technological and demographic changes that will alter work in the future.
- 5) To become an active participant in the career decision-making process.
- 6) To develop effective job-search skills.

S-H 104 COURSE SCHEDULE SPRING 1988

January 21	Introduction, course requirements	Chapter 1 & 2
January 26	Career Decision making overview & developmental resume	Chapter 3
January 28	SIGI	
February 2	Values clarification	Chapter 4
February 4	Interests	
February 9	Skills & Abilities Assessment	Chapter 5 & 6
February 11	Self-assessment review	Chapter 7, <u>developmental resume due</u>
February 16	Career resources	
February 18	Networking/information interview	Handouts
February 23	Getting Experience	Chapter 10
February 25	" "	
March 1	Pathways to Careers	
March 3	Examining majors	Chapter 8 & 11, <u>Info Interview #1 due</u>
March 8	Exam #1	
March 10	Decision making styles	Handouts
Mar 15-17	<u>Spring Break</u>	
March 22	The Information Society	Chapter 9
March 24	The Future of Work	
March 29-31	No class	Instructor appointments
April 5	Video "The Pursuit of Excellence"	
April 7	" " "	
April 12	Workplaces and Workstyles	Handouts
April 14	Career stereotypes and barriers	<u>Info Interview #2 due</u>
April 19	" " "	
April 21	Resume and cover letter	Chapter 12
April 26-28	The Job Interview	Chapter 13
May 3	Creative Job Hunting	Chapter 14, <u>Resume/CL due</u>
May 5	VEISHA	
May 10	Goal setting	
May 12	Review and Course evaluation	<u>Course paper due.</u>

LC/ACT 101 PROGRAM ANNUAL REPORT
1985 - 1986

Use the following key to respond to the items in this section: A=Strongly Agree; B=Agree; C=Disagree; D=Strongly Disagree; E=Uncertain.

	Career Planning Course					MEAN
	A	B	C	D	E	
37) This course helped me to understand the importance of making realistic career choices.	24; 24%	65; 64%	10; 10%	3; 3%	0; 0%	3.1
38) This course helped me to become familiar with and utilize university career resources.	20; 20%	67; 66%	10; 10%	1; 1%	2; 2%	3.1
39) This course helped me in understanding the value of career planning.	25; 25%	64; 63%	9; 9%	2; 2%	0; 0%	3.1
40) This course was helpful in giving me an overview of the world of work.	22; 22%	64; 63%	13; 13%	1; 1%	1; 1%	3.1
41) This course helped me to become aware of and to explore my personal attributes.	25; 25%	60; 59%	15; 15%	2; 2%	0; 0%	3.1
42) This course was helpful in introducing alternative occupations.	24; 24%	61; 60%	12; 12%	2; 2%	3; 3%	3.1
43) This course helped me to understand the need for educational objectives.	27; 26%	54; 53%	13; 13%	5; 5%	1; 1%	3.0
44) In general, this course has been valuable for me.	26; 25%	52; 51%	15; 15%	7; 7%	1; 1%	3.0
45) The textbook contained valuable information.	21; 21%	64; 63%	11; 11%	3; 3%	2; 2%	3.2
46) The self-management exercises (i.e., Holland Self-Directed Search) gave me a clearer understanding of my interests and abilities.	23; 23%	50; 49%	14; 14%	4; 4%	3; 3%	3.0
47) The other handouts used contained valuable information.	25; 25%	53; 52%	17; 17%	1; 1%	2; 2%	3.1
48) The computerized Career Awareness Program (CCAP) was useful in helping me to investigate occupations.	24; 24%	39; 38%	16; 16%	1; 1%	2; 2%	3.1
49) The resume experience was valuable.	18; 18%	49; 48%	17; 17%	8; 8%	1; 1%	2.8
50) The mock interview experience was valuable.	12; 12%	37; 36%	20; 20%	4; 4%	6; 6%	2.8
51) The course would have been more effective if more small-group discussions had been included.	16; 16%	31; 30%	33; 32%	8; 8%	8; 8%	2.6
52) The course would have been more effective if more lecture had been included.	14; 14%	33; 32%	388 37%	11; 11%	6; 6%	2.7
53) The course would have been more effective if more student presentation had been included.	16; 16%	45; 44%	29; 28%	7; 7%	5; 5%	2.7
54) The course would have been more effective if guest speakers had been included.	19; 19%	47; 46%	28; 27%	6; 6%	2; 2%	2.8
55) The course helped me to acquire skills necessary to locate and organize information about specific jobs.	13; 13%	57; 56%	26; 25%	5; 5%	1; 1%	2.8
56) This course helped me to understand the interpersonal and technical skills necessary to find and keep gainful employment.	10; 10%	69; 68%	19; 19%	1; 1%	3; 3%	2.9

LC/ACT 101 PROGRAM ANNUAL REPORT
1986 - 1987

Use the following key to respond to the items in this section: A=Strongly Agree; B=Agree; C=Disagree; D=Strongly Disagree; E=Uncertain; F=Not Applicable.

IV. Career Planning Course

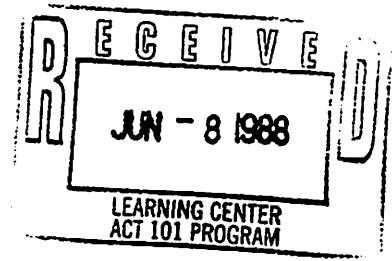
	A	B	C	D	E	F
49) This course helped me to understand the importance of making realistic career choices.	85; 26X	203; 61X	21; 6X	5; 2X	8; 2X	11; 3X
50) This course helped me to become familiar with and utilize university career resources.	80; 24X	205; 62X	26; 8X	4; 1X	4; 1X	14; 4X
51) This course helped me in understanding the value of career planning.	81; 24X	221; 66X	22; 7X	4; 1X	4; 1X	1; 0X
52) This course was helpful in giving me an overview of the world work.	66; 20X	220; 66X	40; 12X	4; 1X	1; 0X	2; 0X
53) This course helped me to become aware of and to explore my personal attributes.	86; 25X	215; 65X	25; 8X	5; 2X	2; 1X	2; 0X
54) This course was helpful in introducing alternative occupations.	82; 25X	213; 64X	28; 8X	4; 1X	4; 1X	2; 1X
55) This course helped me to understand the need for educational objectives.	80; 24X	222; 67X	23; 7X	2; 1X	4; 1X	2; 0X
56) In general, this course has been valuable for me.	96; 29X	184; 55X	34; 10X	6; 2X	10; 3X	3; 1X
57) The textbook contained valuable information.	69; 21X	191; 58X	46; 14X	8; 2X	14; 4X	1; 1X
58) The self-assessment exercises (i.e., Holland Self-Directed Search) gave me a clearer understanding of my interests and abilities.	81; 24X	187; 56X	44; 13X	9; 3X	9; 3X	1; 1X
59) The other handouts used contained valuable information.	70; 21X	211; 63X	36; 11X	3; 1X	8; 2X	5; 2X
60) The computerized Career Awareness Program (GCAP) was useful in helping me to investigate occupations.	81; 24X	176; 53X	41; 12X	17; 5X	6; 2X	12; 3X
61) The resume experience was valuable.	90; 27X	191; 57X	28; 8X	7; 2X	8; 2X	8; 3X
62) The mock interview experience was valuable.	51; 15X	152; 46X	35; 11X	7; 2X	14; 4X	74; 22X
63) The course would have been more effective if more small-group discussions had been included.	36; 11X	103; 31X	153; 46X	15; 5X	21; 6X	5; 2X
64) The course would have been more effective if more lecture had been included.	27; 8X	63; 19X	196; 59X	26; 8X	16; 5X	5; 2X
65) The course would have been more effective if more student presentations had been included.	28; 8X	75; 23X	184; 55X	28; 8X	12; 4X	6; 2X
66) The course would have been more effective if guest speakers had been included.	37; 11X	144; 43X	125; 38X	11; 3X	15; 5X	1; 0X
67) The course helped me to acquire skills necessary to locate and organize information about specific jobs.	65; 20X	214; 64X	40; 12X	4; 1X	4; 1X	6; 2X
68) This course helped me to understand the interpersonal and technical skills necessary to find and keep gainful employment.	63; 19X	218; 65X	36; 11X	3; 1X	5; 2X	6; 2X

Advising & Testing Center
Indiana University of Pennsylvania
107 Pratt Hall
Indiana, Pennsylvania 15705-1087

(412) 357-4067 (Voice/TDD)

IUP

June 1, 1988



Alphonse Novels, Chairperson
Learning Center
203 Pratt Hall - IUP
Indiana, PA 15705

Dear Mr. Novels:

This memo is written in support of continuation of LC 481: Career Exploration as a credit-bearing course (with credit towards graduation) in the IUP curriculum. The course is a common, and valuable, component in university curricula. At the heart of the course is the development of skills such as self-awareness, knowledge and use of the decision-making model, research, writing and critical thinking. These, of course, are skills central to success in other university courses and life. Unlike other courses, in LC 481: Career Exploration we overtly stress the development of these skills.

Because the course limits the number of participants per section it provides the framework described by developmental theorists as essential to college student development; that is, close instructor contact in a structured framework, with gradual removal of the tight structure.

From a practical standpoint, approximately 33% of IUP students entering with a declared major change their major at least once prior to their graduation. They are not as "decided" as they seem. Since 1986, we have seen a marked increase in the number of students entering IUP as "undecided" majors. The number was (approximately) 100 in 1986 and rose to (approximately) 300 in 1987. There is no reason to expect anything other than the same in upcoming years. In an effort to dissuade these students from the indiscriminate changing of majors that their "declared" peers engage in, they have been encouraged to participate in the structured exploration experience of Career Exploration.

Student feedback about the course has been extremely positive. A major complaint has been the lack of availability of the course to upper-class students. Although my freshman advisees have sometimes complained about the rigor of the course, they have been among its major proponents, making referrals and encouraging its continued offering to freshmen. A recent section comprised of upper-class students urged the course's continuation and availability to freshmen. Unfortunately, we are currently unable to offer this course to other than the 300 plus entering freshman with undecided majors.

Mr. Alphonse Novels

Page 2

June 1, 1988

Having experiences this type of course as both a student and an instructor and having been involved with its teaching at three universities, I strongly urge its continuation. I believe that it is valuable for students both interpersonally and didactically.

Please contact me if you have questions or require further information.

Sincerely,



Catherine Dugan, Director
Advising & Testing Center

CD:tvh