

Number 38C
Action _____
Date _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. TITLE/AUTHOR OF PROPOSAL

Course/Program Title: ED 170, Career Exploration
Suggested 20 character course title: Career Exploration
Department: Education
Contact Person(s): Carolyn Wilkie; Catherine Dugan; John Butzow

II. If a course, is it being proposed for:

- Course Approval/Revision Only
- Course Approval/Revision and Liberal Studies Approval
- Liberal Studies Approval Only (course previously approved by Senate)

III. APPROVALS

Carol D. Thelen 10/20/89
Director, Learning Center

Catherine Dugan 10-20-89
Director, Advising/Testing Center

K.A. Stratton 10-20-89
Dept. Chairperson, Learning Center

College of Ed. Curriculum Comm.

Walter Cosham 10-20-89
* Vice President, Student Affairs

* Dean, College of Education

H. Richards 10/20/89
Provost (where applicable)

* EACH COLLEGE DEAN MUST CONSULT WITH THE PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY COLLEGE DEAN AND THE STUDENT AFFAIRS VICE PRESIDENT INDICATES THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS, ALL REQUESTS FOR RESOURCES IN THE PROPOSAL CAN BE MET, AND THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.

III. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester to be
Implemented Summer, 1990

Date to be published
in Catalog 1990-91

I. CATALOG DESCRIPTION

ED 170 Career Exploration

1 credit
1 lecture hour
0 lab hours
(1c-01-1sh)

~~Prerequisite: Permission~~

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. *Note: Certain sections of this course will be restricted to specific enrollment groups.*

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II. COURSE SYLLABUS

ED 170, CAREER EXPLORATION

CATALOG DESCRIPTION

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.

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.

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 class)
 1. Mapping the world of work
 2. Occupational classification systems
 3. Terminology of occupational classification systems

C. Theories of Career Development (3.0 classes)

1. Stages of development
2. Factors influencing career development

D. Self-Assessment (2.5 classes)

1. Abilities, interests, values
2. Vocational interests
3. Decision-making
4. Application and synthesis

E. Investigation Occupations (3.5 classes)

1. Methods of investigation
2. Identifying future occupational trends
3. Resources

F. Applications of Career Decisions to College Experiences (1 class)

1. Community volunteer opportunities
2. Part-time and summer employment
3. Cooperative educational opportunities
4. Internships

G. Presentations (1.5 classes)

EVALUATION METHODS

The final course grade will be based on the total number of points earned. The letter grade corresponding to the point totals is listed below.

Letter Grade	Points
A	200 - 180
B	179 - 160
C	159 - 140
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.
Career research project (1) -----	40 pts.
Class participation -----	10 pts.

REQUIRED TEXTBOOK

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

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.

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.
- Davis, R. C., & Horne, A. M. (1986). The effect of small-group counseling and a career course on career decidedness and maturity. Vocational Guidance Quarterly, 34, 255-262.
- Fretz, B. R. (1981). Evaluating the effectiveness of career interventions. Journal of Counseling Psychology, 28, 77-90.
- Gysbers, N. C. & Associates (1984). Designing Careers. San Francisco: Jossey-Bass.
- Montrose, D. H., & Shinkman, C. J. (Eds.) (1981). Career Development in the 1980's: Theory and Practice.
- Powell, R. C. (1981). Career Planning Today. Dubuque: IO: Kendall/Hunt.
- Reardon, R., & Regan, K. (1981). Process evaluation of a career planning course. Vocational Guidance Quarterly, 29, 265-269.
- Rehnke, M. A. F. (Ed.) (1987). Creating Career Programs in a Liberal Arts Context. New Directions for Higher Education, no. 57. San Francisco: Jossey-Bass.
- Shertzer, B. (1985). Career Planning: Freedom to Choose (3/e). Boston: Houghton-Mifflin.
- Swain, R. (1984). Easing the transition: A career planning course for college students. Personnel & Guidance Journal, 62, 529-533.
- Ware, M. E. (1985). Assessing a career development course for upper-level college students. Journal of College Student Personnel, 26, 152-155.
- Yost, E., & Corbishley, M. A. (1987). Career Counseling: A Psychological Approach. San Francisco: Jossey-Bass.

III. COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

A-1: This course is proposed as a 1-credit, free elective course for first-year college students who are interested in developing a systematic approach to career exploration. It is not proposed for inclusion in the Liberal Studies program.

A-2: This course does not require changes in any other courses or programs. (See attached memorandum from Dr. Robert Hoellein, Educational Psychology Department.)

A-3: This course will follow the traditional type of offering which involves a combination of lecture, assignments, and small-group activities.

A-4: This course has been offered in multiple sections as a Special Topics course since 1986. Each year, 80% - 92% of the students enrolled rated the course as helpful in understanding the importance of career planning and in gaining an overall familiarity with the world of work.

A-5: This course is not intended to be dual-level.

A-6: This course is not intended to be taken for variable credit.

A-7: Similar courses are offered at the following institutions:

Duquesne University
Ohio State University
Oklahoma State University
St. Francis College (PA)
University of Iowa
University of Georgia
University of Maryland
University of Nebraska at Lincoln
University of Tennessee at Knoxville
Waynesburg College
West Virginia University

Mansfield University of Pennsylvania (2 credits)
West Chester University of Pennsylvania (1 credit)
Lock Haven University of Pennsylvania (as part of 3-credit
Orientation course)
California University of Pennsylvania (1 credit)
Slippery Rock University of Pennsylvania (2 credits)
Edinboro University of Pennsylvania (3 credits)

A-8: This course is not required by an accrediting agency or a professional society.

B. Interdisciplinary Implications

B-1: This course will be taught by one instructor per section.

B-2: It is not anticipated that any additional or corollary courses will be needed, now or later.

B-3: Modifications of the initial proposal reviewed by the Educational Psychology Department resulted in the elimination of a section of this course that overlapped with a section of EP 304, Career Planning and Development. As indicated in the attached memorandum from Dr. Robert Hoellein, Educational Psychology Department, that department views the proposed and the existing course as complementary to each other.

B-4: A limited number of seats will be available for students in the School of Continuing Education.

C. Implementation

C-1: a) No new faculty are needed to teach the existing number of sections of this course (an average of 20 sections during the academic year, with 8 of these sections open to general IUP students -- see attached "Memorandum of Understanding Between the Learning Center, the Advising & Testing Center, and the College of Education.")

b) Current space allocations are sufficient.

c) No additional equipment is necessary.

d) The existing Career Lab located in Pratt Hall is adequate for the purposes of this course. (For sections of this course in which Learning Center freshmen will enroll, the LC department budget will cover the costs of a consumable inventory.)

e) Library holdings are adequate.

f) No travel funds are necessary.

C-2: A portion of the salaries for the Learning Center faculty who teach some of the sections of this course are dependent on Act 101 grant monies. Since these faculty are on permanent contracts, and since the Act 101 grant has been received continuously since 1972, the fact that some faculty are partially funded by an outside grant is not considered to present a problem.

C-3, C-4: This course will be offered during each semester of the academic year by faculty from the Advising & Testing Center (an average of 4 sections per term), and in the Spring term by faculty from the Learning Center for Learning Center freshmen. (See attached "Memorandum of Understanding Between the Learning Center, the Advising & Testing Center, and the College of Education.")

C-5: Each section of the course will be limited to 20-25 students. The nature of group and lab activities restricts additional enrollment per section.

C-6: There is no professional society that suggests enrollment limits for this course; however, our experience with this course in the past suggests that 20 - 25 students is optimal for the degree of individualization required.

C-7: This course will not be a curriculum requirement, except for first-year students admitted through the Learning Center.

D. Miscellaneous

Attachments:

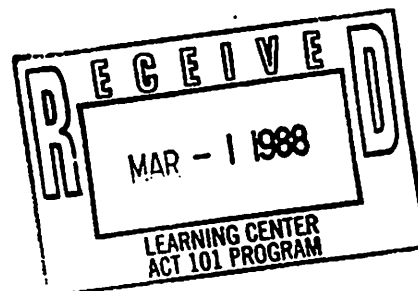
- 1) Memorandum from Dr. Robert Hoellein, Department of Educational Psychology
- 2) Memorandum of Understanding Between the Learning Center, the Advising & Testing Center, and the College of Education
- 3) Course descriptions & syllabi from other colleges & universities offering a similar course (University of Maryland, Duquesne, Waynesburg College, Slippery Rock, Mansfield, Edinboro, California U. of PA)

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



A handwritten signature in cursive script, appearing to read "R. Hoellein", written over the typed name in the "From:" field.

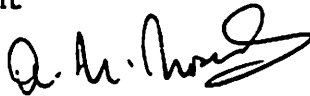
I have reviewed the revised course proposal for LC 481 - Career Exploration (1 credit), with specific attention to Section G of the topical outline, and find that the revision eliminates the major duplication with our course - EP 304. Therefore, our departmental curriculum committee has no concerns regarding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

gdf

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

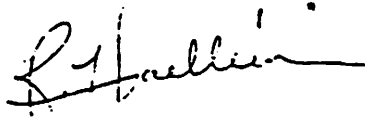
Enclosures

cc: Ms. Carolyn Wilkie
Dr. Steven Ender

October 13, 1986

OCT 15 1986

SUBJECT: Career Exploration Course

TO: Alphonse N. Novels, Chair
Learning CenterFROM: 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

STUDENT AND ACADEMIC SERVICES

Student Development Programs

We offer a variety of services designed to meet the needs of women, minority students, and students whose native language is other than English. Among these services are scheduled programs, workshops, counseling, and advising. Call 985-7676 for more information on tutoring services and placement testing.

Survival Skills Courses

Survival Skills courses help students who have been away from the classroom, students enrolling in college-level coursework for the first time, or students who want to improve their academic or personal coping skills.

EDCP 108B is a 1-credit course that teaches college-level skills such as note-taking, study strategies, test-taking, and memorization. In EDCP 108R, students learn techniques for effective life planning in areas such as clarifying values, setting goals, managing time, and communicating assertively. Further information is available by calling 985-7276 or in the current semester's *Schedule of Classes*.

Writing Center

The University College Writing Center offers free, walk-in tutoring and workshops to develop skills in writing research papers and essay examinations. Call 985-7276 for more information.

CAREER-PLANNING SERVICES

Career-Planning Services provides information and guidance to help you make career decisions and develop job search strategies. Services include credit and non-credit courses and workshops as well as individual assistance. Career services are announced regularly in *New Dimensions*, the student newsletter.

Credit and Non-Credit Courses

CAPL 171 Personal Career-Planning and Development (3 credits): A course that reviews the career-planning process from the assessment of individual skills, values, and interests to job search techniques.

EDCP 108D Career Development and Decision-Making (1 credit) and Career-Planning: Focus and Direction (non-credit): These courses help you clarify your career goals by assessing values, interests, and skills; identifying career options; visiting the Career Resource Center; and vocational-interest testing.

U. of MARYLAND

Individual Assistance

Individual Career Counseling: Help you develop career-planning and job-seeking skills. University College offers a structured program particularly for career changers, people returning to the workforce after an absence, adults seeking new careers, and those planning to return to school. For more information about this one-to-one Career Counseling Program, call 985-7276.

Peers Advising on Careers: A staff of adult students will meet with you and help you begin choosing a career. We can help you assess your skills and interests, identify career options, use our career materials, and begin to make career decisions. To make an evening appointment, call 985-7275.

DISCOVER for Adult Learners: A computerized career guidance system can help you explore your interests, values, skills, and related careers. Call 985-7275 to make an appointment.

Additional Services

Career Resource Center: Info on hundreds of career fields and job-seekers are available in Room 010, Center of Adult Education, 8:30 a.m. to 5:00 p.m. Monday through Friday; and Saturday, 10:00 a.m. to 2:00 p.m. Call 985-7275 for more information.

Workshops: Career-planning workshops are scheduled periodically throughout the year. Call 985-7275 for information or check *Opportunities* each month.

Placement: Job vacancies are posted in the University College Career Resource Center. The University of Maryland Career Development Center in the Honors Undergraduate Library. Also, graduate students may participate in The Maryland College Park On-Campus Career Program. Call 985-7275 for more information.

DISABLED STUDENT SERVICES

Disabled students who plan to attend University College are urged to register with Disabled Student Services. The Center is located in Room 010 of Adult Education. Call 985-7275 within Maryland except for the Washington area, 1-800-888-UMUC, ext. 7275 (TTY).

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

Week/ Session	Topic	Chapter/ Exercise
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

418. Student teaching through enrollment at Geneva College. The student will return to Waynesburg College for the final semester to complete graduation requirements.

The following courses are required for secondary certification: Psychology 151, 312, 357; Education 101, 220, 225, 401, 402, 403, 421; English 390.

98-99. Study Skills
 A two semester course to assist students in the development of more effective study skills. These courses will stress listening skills, text reading, note taking, test preparation and taking, time management, and library research. One or both of these courses are a requirement for all those so assigned by a faculty committee.
 First and second semesters.

100. Career and Life Planning
 A holistic approach to career and life planning. This course includes a self-evaluation, an investigation of career opportunities, and an introduction to job search strategies.

101. Education and Society
 A study of the current issues and trends in education and their historical, sociological, and philosophical backgrounds. Required of all students who desire to teach in elementary or secondary fields.

220. Educational Psychology
 A study of developmental and motivational theory, the history of psychological research and its impact on educational theory, testing and evaluation. The course includes a required field experience. Prerequisites: Psychology 151 or consent of the instructor.

225. Secondary School Curriculum
 An introduction to the systematic observation of classroom practice as it relates to secondary school curriculum and instruction. Includes a required field experience. Prerequisite: Education 101. May be taken concurrently with Education 220.
 Second Semester.

301. Models of Teaching
 A study of the diverse range of theoretical constructs that influence instructional design including personal, social, behavioral, and information processing models. Prerequisites: Education 101 and Education 220.
 First Semester.

302. Elementary School Curriculum
 An examination of the rationale for designing the scope and sequence of elementary curriculum in mathematics, science, social studies, health, and physical education. Prerequisites: Education 101 and 220 or consent of the instructor.
 First Semester.

303. Foundations for Reading/Language Arts Instruction
 A study of the concepts and theories that integrate reading with the other language arts processes. The students will analyze speaking, listening, reading, and writing from various developmental and instructional paradigms. Prerequisites: Education 101 and Education 220.
 First Semester.

321-325. Junior Year Clinical Experience
 An introduction to planning and implementing classroom instruction including writing objectives, selecting appropriate strategies and media, managing instruction, and evaluation. Courses are open only to elementary education majors and require observation and participation in a supervised field experience.
 Second Semester.

321. Methods of Teaching I - General Methods, Health, and Physical Education in the Elementary School

322. Methods of Teaching II - Reading in the Elementary School

323. Methods of Teaching III - Language Arts in the Elementary School

324. Methods of Teaching IV - Mathematics, Science, and Social Studies in the Elementary School

325. Clinical Experience - Fifteen hours per week of supervised elementary classroom experience

401. Measurement and Evaluation
 The construction, use, and interpretation of teacher-made tests and the development of other evaluative criteria. Grade determination and reporting utilizing statistical techniques. Prerequisite: Education 220. (To be taken concurrently with Education 421.)
 First semester.

402. Methods of Teaching in the Junior and Senior High School
 Curriculum content and methods in separate subject fields. Unit and lesson planning classroom control. Prerequisite: Education 220. (To be taken concurrently with Education 421.)
 First semester.

403. Teaching of Reading in Content Fields
 A course for secondary school teachers in the methods, theories and materials of teaching in their content fields. (To be taken concurrently with Education 421.)
 First semester.

421. Student Teaching in Junior or Senior High School
 Student teaching in the secondary school under the sponsorship of the regular classroom teacher with supervision shared by sponsoring teacher and Waynesburg College staff members. Individual conferences and weekly seminars on problems pertaining to teaching. Prerequisites: Final approval of the Teacher Education Committee, approval of the adviser, and a 2.00 average in the student's major, professional education courses, and college program. - Pass-fail grade.
 First semester.

423. Student Teaching in the Elementary School
 Student teaching all day, all semester in the elementary school under the sponsorship of regular classroom teacher with supervision shared by the sponsoring teachers and Waynesburg College staff members. Individual conferences on problems pertaining to teaching. Prerequisites: Final approval of the Teacher Education Committee, a 2.00 average in student's content field, elementary education courses, total college program, and approval of the major adviser.
 First semester. - Pass-fail grade.

425. Problems in Teaching in the Elementary School
 This course will evolve around solving the problems of student measurement and evaluation, reporting procedures, and classroom control in the elementary school. (To be taken concurrently with Education 423.)
 First semester.

430. Corrective Reading
 A study of the theories, methods and materials employed to identify and remediate reading problems within the framework of a typical classroom. A field experience will be a part of the course. Prerequisite: Education 322-403.
 Second semester.

451-454. Independent Study
 Independent research on current problems in the field of education and/or specific experiences. No more than six credits in this sequence of courses may count toward a n or a baccalaureate degree. Prerequisite: permission of the department.
 First and second semesters.

GENEVA COLLEGE COURSE DESCRIPTIONS

Education 324. Modern Methods in Secondary Education
 Emphasis on the unit plan of organization, variety of learning activities, provision for individual differences, development of democratic behavior, group techniques, guidance, evaluating and reporting pupil progress.

Education 413. Reading in the Secondary Content Areas
 Materials, methods, and techniques to help make reading more meaningful for all students

CpSc 375: Computer Architecture — Architectural features of computer systems are studied. Central processors, storage systems, various forms of parallelism, microcode, and system performance are included as central topics. Hardware support for vector operations, programming languages, concurrency, and distributed processing are included, along with examples drawn from salient architectural features of concurrent-integrated-processors. Prerequisite: CpSc 262. (3 sem. hours)

CpSc 379: Artificial Intelligence — A survey of Artificial Intelligence topics including, heuristic programming, search techniques, knowledge representation, expert systems, vision and speech in automata, pattern recognition, and robotics. Prerequisites: CpSc 172 and 262. (3 sem. hours)

CpSc 393: Analysis of Algorithms — An advanced study of algorithms and data structures. Analysis of algorithms, space and time complexity, and the NP classes will be considered. Significant illustrative individual or group programming projects are required. Examples may be drawn from heuristic programming, encipherment, natural language processing, object code generation, combinatorial analysis, graphics, robotics, relational databases, or other algorithmic issues of current importance. Prerequisites: CpSc 262 or permission of instructor. (3 sem. hours)

CpSc 460: Senior Seminar in Computer Science — Topics are selected from current literature concentrating on recent developments in Computer Science. (1 sem. hour)

CpSc 490: Independent Study — Supervised study in a special interest area. Prerequisites: two computer science courses selected from 260, 262, and 274, consent of instructor, and approval of chairperson (1-3 sem. hours)

CpSc 498: Topics in Computer Science

Counseling and Educational Psychology Courses

CEdP 201: Interpersonal and Group Dynamics — Interpersonal behavior in small groups, with attention to group structure, individual factors, communication, and techniques. Treatment of leadership, group measures, the effect of the group on personality, and group aims. (3 sem. hours)*

CEdP 234: Career Personalization — Career Personalization is designed to assist students to assess their abilities, interests and values as these relate to careers and to apply this knowledge to a career and life self-development process. While learning about and actually experiencing elements of personal career growth, students will also broaden their awareness of the world of work. Knowledge and skill acquired will help them with their current and future career development. (3 sem. hours)*

CEdP 248: Human Development and Education — A study of the various stages of physical, intellectual, and emotional development, from pre-school age through adolescence, with reference to the effects upon the learning and educational process. (3 sem. hours)

CEdP 249: Child Development — A study of the various stages of development from conception to adolescence. Attention is directed to the physical, emotional, intellectual and social development of the child. (3 sem. hours)*

CEdP 250: Adolescent Psychology — A study of the physical, mental and emotional development during the changes from childhood and the influence on attitudes and behavior of the age group in relation to the various theories. Psychological principles are applied to the problems of family, community and school adjustment, as well as to the unique development of the individual. (3 sem. hours)*

CEdP 290: Human Learning — A review of psychological theories and research findings regarding the learning process and productive thinking. Emphasis will be on the identification and understanding of learning behavior variables and their relevance in educational settings. (3 sem. hours)*

CEdP 295: Undergraduate Workshops — Special topics of interest to undergraduates and selected community members. (Variable credit)

Slippery Rock U. of PA

Fundamental Structures of Computer Science I — A deeper study of programming centering on their interaction with data structures, and programming disciplines such as structured programming. Prerequisite: CpSc 171 and Math 131 or consent of instructor. (3 sem. hours)

Programming Languages — Programming languages are studied from the view of users. Human computer languages are surveyed along with developments in newer languages. The understanding of computer languages. Topics include compilation, interpretation, data types, syntax, binding, scope, control mechanisms, storage management, reliability, portability, documentation, implementation methods, and language extensibility. Prerequisite: consent of instructor. (3 sem. hours)

Fundamental Structures of Computer Science II — A continuation of CpSc 260. Prerequisite: 260 and 261 or consent of instructor. (3 sem. hours)

Data Base Systems — Comprehensive information systems are contrasted with file processing, security and program independence is studied in information systems. Logical and physical files are contrasted. CODASYL proposals and existing data base languages are surveyed. This is done in an illustrative data base language. Prerequisites: Two courses in Computer Science 260 and above or consent of instructor. (3 sem. hours)

Assembly Language and Machine Organization — Computer instruction sets, organization and architectural features are studied and used via programming in symbolic machine language. on the Computer Center's mainframe system, but small systems are available to interested students. Prerequisite: CpSc 260 or permission of instructor. (3 sem. hours)

Simulation — Models of real-life phenomena are programmed in GPSS. These are run and accurate prediction and explanation. Other simulation languages are surveyed and needed background is reviewed. Prerequisites: CpSc 161 or 171 and a statistics course. (3 sem. hours)

Computers in Education — A survey of ways computers are used in education, with emphasis on elementary and secondary education. Practical work in computer-aided instruction will be provided. Prerequisite: computer science course, 160 or above, or progress in an education program is required. (3 sem. hours)

Systems Analysis — A course in computer-based information systems. Course content includes information science, techniques for system development, information architectures, applications. Case studies will be discussed and utilized as class projects. Prerequisite: CpSc 260. (3 sem. hours)

Computer Networks — This is a relatively non-technical introduction to computer networks communications. Course content includes: graph theory representation and analysis, a layered discussion and multiplexing; data link protocols; packet, point-to-point, and satellite transmission; works; security and privacy. Examples of some well-known networks will be studied. Prerequisite: CpSc 274. (3 sem. hours)

Introduction to Computer Graphics — This course introduces basics of interactive computer drawing software and hardware requirements for computer graphics systems, graphics data algorithms and programming languages, raster and random display devices, graphics applications will work with dedicated graphics computers in completing laboratory exercises and projects. Prerequisite: CpSc 262. (3 sem. hours)

Principles of Concurrent Programming and Operating Systems — An introduction to systems with emphasis on fundamental principles. These include store management, processor life systems, and trans put. Half of the course is dedicated to languages and principles for Laboratory exercises are assigned using a language in the ADA tradition that supports Distributed and "real time" illustrations are used as well as standard operating system exercises. Prerequisite: CpSc 274. (3 sem. hours)

Small Computer Systems — Minicomputers and microcomputers are studied with emphasis on systems, small system architecture, interactive computer graphics, and real-time applications. Projects using the small systems in the department are an integral part of the course. Prerequisite: CpSc 260. (3 sem. hours)

Compiler Design and Implementation — An introduction to language translation is presented. Specification of languages and its relation to automata, lexical analysis, finite state machines, languages, syntax-directed translation, top down and bottom-up methods, ad hoc methods, syntax and error recovery, basic code generation, implementation languages and portability. Prerequisite: CpSc 262. (3 sem. hours)

- 400 STUDENT TEACHING (12)** (By Arrangement) Opportunity to apply knowledge and skills acquired in professional preparation. Accomplished by a field experience in university established centers under supervision of qualified cooperating teachers. Observations and conferences are scheduled by the department supervisor. Required course for all elementary education majors seeking certification to teach.
- 402 SELECTED TOPICS IN ELEMENTARY EDUCATION (1-3)** Designed to let students carry out in-depth studies in elementary teaching techniques. Include lectures, seminar periods, and resource persons. Emphasis on student leadership, participation, and reading and discussion of educational literature. Open to in-service teachers and senior elementary majors.
- 403 COMMUNICATION SKILLS WORKSHOP FOR ELEMENTARY SCHOOL TEACHERS (3)** Designed as a workshop for undergraduate students who have completed ELE 383 and for in-service classroom teachers. Emphasis is on investigating techniques used by elementary teachers to improve communication skills of children. Prerequisite: ELE 383.
- 425 DIAGNOSTIC AND REMEDIAL READING (3)** Tests and techniques to prevent, detect, and correct reading difficulties; special methods and materials for problem readers. Prerequisite: ELE 383.
- 488 INFORMAL DIAGNOSIS OF READINESS IN ELEMENTARY TEACHING (3)** Designed to alert teachers to cognitive and affective factors which influence a child's readiness to learn. Emphasis is on informal assessment of cognitive and affective behavior as a basis for decisions about instruction for a child.
- 489 ENVIRONMENTAL EDUCATION FOR ELEMENTARY TEACHERS (3)** A study of the methods, materials, and science background necessary to teach environmental education. Emphasis is on both science content and psychological grade placement of various activities.

EDUCATION - SECONDARY (ED)

- 100 SCHOOLS AND SOCIETY (3)** A basic resource for understanding the critical problems facing public policy in education and gaining reliable knowledge about the educational past.
- 101 INTRODUCTION TO EDUCATION (1)** An introductory course providing education students with pre-professional experiences and information about fundamental concepts related to teaching and learning in elementary and secondary schools.
- 201 PERSONAL CAREER DEVELOPMENT (2)** Designed as an overview of the world of work relevant to western society. Current theories of vocational development are explored and the student's vocational development is investigated. Laboratory work involves the collecting, evaluating, classifying, and dispensing of occupational, educational, and social information.
- 202 SECONDARY PRE-PROFESSIONAL EXPERIENCES (1)** An introductory course specifically providing secondary education students with academic and pre-professional experiences that will acquaint them with fundamental concepts related to teaching and learning in public secondary schools.
- 230 (PSY) EDUCATIONAL PSYCHOLOGY (3)** A study of the basic factors in the learning process. Emphasis on the application of principles of psychology to problems of learning and teaching. Prerequisite: PSY 101.
- 300 SECONDARY SCHOOL METHODS (3)** Principles, materials, and methods of teaching in the secondary school. Students should consult their education advisor - concerning spring and/or fall offerings of this course. 3 lect.
- 301 EVALUATIVE TECHNIQUES (2)** Elementary statistics, principles of test construction, selection and administration of standardized tests; emphasis on interpreting and reporting test scores; consideration of means of evaluation other than traditional paper and pencil tests.

MANSFIELD U. OF PA

PO574 American Political Thought

3 sem. hrs.
Evolution of American political ideas and thought from Colonial times to the present, covering such theorists as Williams, Paine, Madison, Jefferson, Marshall, Thoreau, George and Veblen among others. Prerequisite: PO200 or permission of instructor. (PT)

PO608 Administrative Theory **3 sem. hrs.**
In this course study is made of the meaning and value of the various theories of administration; examines the nature and role of public administration in today's world with selected problems and theories of administration.

PO629 Formation of Public Policy

3 sem. hrs.
In this course an examination is made of the needs and demands for public action on policy matters and issues; studies of the organization and nature of political support together with the problems and processes of decision making at all levels of government in the federal system; examine policy formation and its conception by the three branches of government, executive legislative and judicial; policy implementation and the selection of alternatives. This course considers only domestic policy.

PO636 Contemporary Problems of the Executive Branch

3 sem. hrs.
Students in this course will study selected problems facing the executive branch at the national, state and local levels. Emphases are placed on the role of the executive in the intergovernmental relations, decision-making processes of the executive and their relationship with policy formation. Prerequisite: PO201.

PO770 Methods of Political Inquiry

3 sem. hrs.
This course will acquaint students with the literature of the discipline of political science and is intended to prepare the student for scholarly research in political science. Methods of inquiry will be examined and problems of scope studied, including the interrelationship with cognate disciplines. Mechanics and techniques for the preparation of research papers and other writings will be studied and discussed in order to give the student more adequate preparation of research papers and other writings will be studied and discussed in order to give the student more adequate preparation in the systematic inquiry necessary for graduate theses and writing projects.

PO780 Seminar: Political Theory

3 sem. hrs.
This course is designed to explore and analyze selected historical and contemporary questions in political theory. Inquiry will embrace both normative and empirical subject; topics will depend upon the emphasis of the instructor and the individual research interests of the student.

PO782 Seminar: American Government and Politics

3 sem. hrs.
This course is designed to analyze special aspects and problems dealing with the structural and behavioral concepts of the American political system. "The Federalist Papers," "Election Campaign Issues," "Politics Through Literature," are typical seminar topics. Pertinent research, discussion and readings will form the basis of meeting seminar objectives.

PO784 Seminar: International Relations and Comparative Government

3 sem. hrs.
This course provides for consideration selected topics in the advanced areas of each field. Inter-

national relations will consider foreign policy formulation, new communisms, regional problems, development of international organizations and peace-making operations. Comparative government will extend to non-western governments, politics and opposition, civic and political culture, political development and political change.

PO790 Independent Readings in Political Science

3 sem. hrs.
Through this experience, individual or independent work and directed readings are conducted under the supervision of a member of the faculty. Prerequisite: consent of the chairperson of the Political Science Department.

PO798 Individualized Instruction: Political Science

Variable Credit
Individual study of a regular university catalog course during an academic semester when the course has not been regularly scheduled.

Psychology and Counseling Department**Behavioral Science Courses****BS708 Foundations of Behavioral Research**

3 sem. hrs.
This course is designed to acquaint the student with the role of behavioral research in applied settings. The student will be taught to critically read research literature, to design, analyze, and interpret his or her own research; to write a research report; and to incorporate research findings into a broader theoretical framework. Prerequisite: an undergraduate course in statistics or the consent of the instructor.

Counseling Courses

Counseling (GC/PC) courses are not approved for General Education, unless noted differently.

GC099 Individualized Instruction: Guidance

Variable Credit
Individual study of a regular university catalog course during an academic semester when the course has not been regularly scheduled.

GC111 Career Decision Making

3 sem. hrs.
Designed as an integral part of the General Studies program, this course will focus upon a combination of cognitive and effective strategies to facilitate personal growth in the area of self-awareness, curricular offerings, and a study of the world of work. Suitable for General Education elective only.

GC211 Peer Counseling

3 sem. hrs.
This course is intended to bring about an understanding of the role of the peer counselor and to provide for the development of the skills necessary to perform in that role. The student will learn basic concepts and skills necessary for service as a helper in a helping relationship, will gain a basic understanding of some general counseling theories, will learn about the nature of learning, will gain knowledge concerning basic standardized tests, and will examine the role of the peer counselor.

GC212 Leadership and Helping Skills for College Residence Assistants

3 sem. hrs.
This course is designed for Resident Assistants and potential Resident Assistants. The course focuses on the role of the RA in facilitating the personal growth of residence hall students. Emphasis will be on developing leadership and helping skills through student involvement in role playing, small group activities, and awareness exercises.

GC798 Individualized Instruction: Guidance

Variable Credit
Individual study of a regular university catalog course during an academic semester when the course has not been regularly scheduled.

PC700 Introduction to the Helping Professions

3 sem. hrs.
This introductory class is a core experience for all students who are enrolled in any of the M Counseling programs. It is designed primarily to expose students to the generic components of counseling, across settings, and to enable students to examine in depth their personal fitness for pursuing a career as a professional helper. In addition, attention will be devoted to providing background for specialized study in each curriculum.

PC705 Group Processes in the Helping Professions

3 sem. hrs.
This course is designed to enable the student gain an understanding of group processes and their application. Instruction will utilize both didactic approach and a laboratory approach wherein the students will learn through observation of their own group experience.

PC710 Appraisal Techniques in the Helping Professions

3 sem. hrs.
This course is designed as an overview of assessing individual differences through the usage of group tests and measurements. Competencies will be developed in the areas of selecting, administering, and interpreting group intelligence, aptitude achievement, interest and personality instruments. Current research involving assessment relative to educational, social, and industrial settings will be examined.

PC715 Development and Life Planning

3 sem. hrs.
This course is designed to acquaint the student with the basic theories and constructs that are essential to the understanding and implementation of career development through the life span.

PC720 Counseling and Consultation Theories

3 sem. hrs.
This course involves the study of selected theories and techniques of individual counseling. A variety of various models of the consultative process focusing on the rationale of why consultation has emerged as an important adjunct to personal counseling.

PC725 Organization and Development of Programs in the Helping Professions

3 sem. hrs.
This course is designed to prepare students to function productively in entry level and mid-level supervisory positions within institutions/organizations whose central mission is to serve the needs of a specified group of persons. Both theory and its application will be stressed as students experience the cyclical process of program development and modification. Attention will be directed toward an understanding of selected leadership and management roles and functions in organizational settings.

PC730 Supervised Counseling Practice

3 sem. hrs.
The course is designed to assist the student in identifying and developing many of the skills needed in order to become an effective helper. The student participates in a developmental series of counseling experiences using role-playing, "real life" clients. Extensive use is made of audio and video tapes of counseling sessions conducted by the student and critiques in class. Each student receives feedback from the instructor and

DEPARTMENT OF SPECIAL PROGRAMS

Assistant Professor G. Jones, *chair*. Professor Saffy; Associate Professors Lopez, Powe, Raleigh, and Wahl; Assistant Professor C. Jones.

The Special Programs Department provides academic support services to students anticipating or experiencing difficulty in adjusting to and coping effectively with academic and related non-academic challenges. Personal assistance is provided to promote academic success. Provision of academic advisement and instruction, tutoring, and guidance gives students the opportunity to develop the motivation and skills needed for achievement of their educational goals. Special Programs provides services to the entire student population; however, its efforts are largely aimed at students whose educational or economic background has made it difficult for them to complete a college degree program.

Services are provided by both professional staff and student assistants in the following two areas:

Tutorial and Instructional Services: Most freshman-level courses are tutored. Tutors review lecture notes, check and review the student's knowledge of the textbook and their course materials, and teach vocabulary words needed for the course. A three-credit course entitled Reading, Study and Listening Skills (FDE 100) is offered to incoming freshmen.

Guidance Services: Counselors conduct initial interviews with each student; provide an orientation day for all new students; help students to schedule and register; monitor each student's academic progress; and provide information concerning academic policy, procedures, and practices. Academic advisement and vocational guidance are also provided. Students are encouraged to discuss personal problems with departmental counselors. All discussions are treated confidentially. In many cases, students are referred to one of the several other Student Services offices for additional assistance.

The Special Programs Department is located in Noss Annex. Office hours are from 8:00 a.m. to 4:00 p.m., Monday through Friday. Anyone desiring services or information is encouraged to stop at the office or call 938-4230.

The Special Programs Department offers one course, Career Planning:

XCP 194: CAREER PLANNING: A course designed to help individuals to integrate their educational and personal resources to enhance their opportunities for employment success. Topics include self-evaluation, decision-making, résumé development, interview techniques, and overall career strategies. (1 cr.)

California U. of PA

DEPARTMENT OF SPEECH COMMUNICATION

See also Communication in this catalog

Assistant Professor Backus, *chair*. Professors Blout, Flemings; Associate Professors Cowles, Graf, Holloway, May; Assistant Professors Kalé, Miller

Speech Communication is the department which focuses on human communicative behavior and its influence on our personal, professional, social, and cultural lives. The department's primary purpose is to provide an opportunity for any student at California University to:

- A. understand more fully the human communication process and how it affects the ways we function, and
- B. develop communication skills that enhance the student's capacity to function as a citizen in the world community.

Toward these ends, the department currently provides courses, activities, and educational support for both our own majors and for majors in other programs throughout the University. Students may take the courses listed below to fulfill the Humanities requirement in their General Studies program, some candidates for degrees in other departments will find that one or two of the courses are required or students may elect to major in one of two programs within the department.

The Radio/Television (Media) Major seeks to heighten the student's opportunity for jobs in the broadcast industry. Individuals must complete a course of study that blends theory and application. The goal of this program is to facilitate developing skills necessary for both production and critical decision-making. We do not purport to train on-air or technical talent to the exclusion of theoretical and/or critical understanding of the electronic media.

The general track provides a broader exposure to the discipline than the media program. Its goal is to strengthen the student's understanding of the many facets of the communication process so that they may function competently in roles where the communication is the primary activity (e.g., sales, customer relations, employee relations, speech writing, advertising, etc.). Although both degrees prepare students for advanced degree programs, the general track is more appropriate for those who wish to further their educational careers in such areas as socio-political influence, rhetoric, organizational communication, or public relations. The advanced degree programs most readily available to the media major are telecommunications or broadcast journalism.

The department also supports Secondary Education majors who seek certification in Communication. We also encourage students in this major to become involved in activities which, as teachers, they will be expected to coach and/or direct. For more information and the specific degree requirements, see Communication elsewhere in this catalog.

feelings, basic responding skills, personalizing skills 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. K-8. 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-teacher 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. 3 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 21 EBY

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

mediate Shorthand. 5 hours.

Prerequisite: EBE 300 or equivalent.

Improvement, improving speed and accuracy in taking dictation on both practiced matter materials; and transcription at the dictation.

Advanced Shorthand. 5 hours.

Prerequisite: EBE 301.

Emphasizes handling of materials, shortcuts, and efficient transcription of mailable messages, and production of mailable documents.

Factory Keyboarding for Information Processing. 5 hours.

Prerequisite: EBE 301.

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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.

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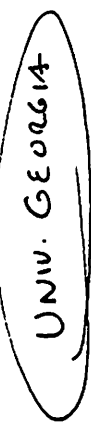
Provides technical background and knowledge for teaching advanced programming on systems design. Includes project management, documentation standards, hardware, software, forms design, feasibility studies, file organization, systems design, and development.

511. Business Communication. 5 hours.

Theory and practice in the processes (thinking, reading, writing, speaking and listening) involved in business communication.

512. History and Philosophy of Vocational Business Education. 5 hours.

Origin and development of vocational education with emphasis upon business-education-teacher 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.



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)
as 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)
as elective*

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	at second meeting	5
Academic/Occupation Presentations	5-11 to 5-16	10
Work Book	at both meetings	25
Class Participation		10
		<u>100</u>

		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	

S-H 102
INTRODUCTION TO CAREER PLANNING (1/2 credit)

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