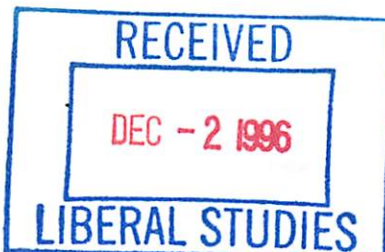


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 96-28
Submission Date: _____
Action-Date: App 1/21/97
Senate App 3/11/97

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Carmy Carranza Phone 357-2729
Department Learning Center

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE _____
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change ED150 Educational Planning
Old Number and/or Full Old Title

LC150 Educational Planning
New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

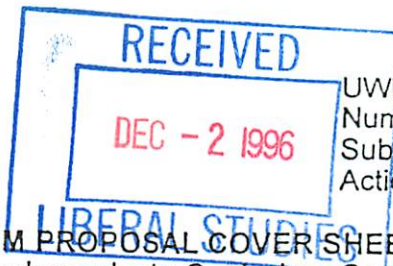
Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

<u>Carmy Carranza</u> Department Curriculum Committee	<u>Carmy Carranza</u> Department Chair
<u>John B...</u> College-Curriculum Committee (Education)	<u>John B...</u> College Dean (Education)
+ Director of Liberal Studies (where applicable)	*Provost (where applicable)
<u>John A. Wells</u> College Curriculum Committee (Student Affairs)	<u>[Signature]</u> College Dean (Student Affairs)

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 96-28
Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Carly Carranza Phone 357-2729
Department Learning Center

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ COURSE _____
Suggested 20 character title

_____ New Course* _____
Course Number and Full Title

_____ Course Revision _____
Course Number and Full Title

_____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

_____ Course Deletion _____
Course Number and Full Title

Number and/or Title Change ED160 Learning Strategies
Old Number and/or Full Old Title

LC160 Learning Strategies
New Number and/or Full New Title

_____ Course or Catalog Description Change _____
Course Number and Full Title

_____ PROGRAM: _____ Major _____ Minor _____ Track

_____ New Program* _____
Program Name

_____ Program Revision* _____
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

<u>Carly Carranza</u> Department Curriculum Committee	<u>Carly Carranza</u> Department Chair
<u>John A. Walsh</u> College Curriculum Committee (Education)	<u>John A. Walsh</u> College Dean (Education)
_____ + Director of Liberal Studies (where applicable)	_____ *Provost (where applicable)
<u>John A. Walsh</u> College Curriculum Committee (Student Affairs)	<u>John A. Walsh</u> College Dean (Student Affairs)

Part II. Description of Curriculum Change

1. Catalogue Description

(A). **LC 150**
Educational Planning

LC 150 Educational Planning	1 credit 1 lecture hour 0 lab hours (1c-01-1sh)
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Introduces students to the system of higher education and to skills that promote effective educational planning and decision-making. Includes the topics of history and purposes of higher education and its changing curricula; models for, and variables to consider in, decision-making, goal-setting, and educational planning.

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

(B). **LC 160**
Learning Strategies

LC 160 Learning Strategies	1 credit 1 lecture hour 0 lab hours (1c-01-1sh)
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Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

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

(C). **LC 170**
Career Exploration

LC 170 Career Exploration	1 credit 1 lecture hour 0 lab hours (1c-01-1sh)
---------------------------	--

Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests and abilities, and make realistic decisions on academic majors and careers.

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

Part II. Description of Curriculum Change (Con't)

2. Listing of Proposed Changes

- A. ED 150 Educational Planning to LC 150 Educational Planning
- B. ED 160 Learning Strategies to LC 160 Learning Strategies
- C. ED 170 Career Exploration to LC 170 Career Exploration

3. Justification/Rationale for the Changes

This proposal requests that the course prefix for the three courses listed above be changed from ED to LC. The proposal seeks to correct the record so that it is an accurate reflection of the status of these courses with respect to departmental rights and responsibilities. The following description seeks to further clarify the justification for this change:

The three one-credit courses (Educational Planning, Learning Strategies, and Career Exploration) were developed by the Learning Center in 1985 and first offered as special topics courses. At that time the Learning Center negotiated an agreement with the College of Education to use the ED prefix for these courses which are best described as "freshmen experience" modules. The Learning Center was a new concept at IUP, and even though the idea of providing graduating credit courses of this nature to college students (especially freshmen) was already established in the majority of colleges and universities in the country, it too was a new notion for IUP. With the support of the Dean of the College of Education and the strength of the proposals, in 1989 the courses successfully completed the established curriculum approval process and have continued to be offered every semester (and summer) for these past eleven years. (See attached syllabi as approved by the UWUCC).

Although since 1989, the courses have been listed as ED courses, they have in practice, and in every way but name, been LC courses. These three courses from their inception eleven years ago have been taught by the Learning Center faculty and managed by the Learning Center Department. The Learning Center, for the past eleven years has held primary responsibility for delivering these courses and makes all the decisions regarding them including approvals of others to teach them, when they are taught, to whom, how many sections, and the determination of qualifications of new hires assigned to teach, and the selection of those individuals. Because of the use of the ED prefix, a memorandum of understanding with the College of Education established that the Dean would be involved in the approval process of new hires and additional teaching assignments. In recognition of the qualifications of the LC faculty to make such determinations, Dean Butzow has never questioned the LC decisions nor been involved in any other practice or procedure regarding the administration and management of these three courses. This established past-practice is acknowledged by Dean Butzow in an e-mail message stating his support in which he adds, "I have no need to keep the learning center courses under the ED prefix and in fact doing so seems to put me in change (sic) of something that I am not really involved in."

Two additional reminders are in order: 1) The Learning Center is staffed by Unit 1 faculty (eight full-time tenure track, one full-time temporary, and one part-time temporary). As such the Learning Center Department and its faculty follow all the requirements and procedures and enjoy all the rights and privileges outlined by the CBA. 2) The LC follows the CBA and university policies and procedures with respect to other courses which carry the LC prefix (LC 070 Reading for College Study, LC 075 Reading Applications, LC 090 Introduction to College Math I, LC 095 Introduction to College Math II).

PART III

Letters of Support

Date: October 24, 1996

Subject: Learning Center Proposals for Change of Prefix

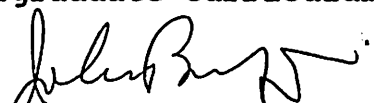
To: University-wide Undergraduate Curriculum Committee

From: Mark J. Staszkiwicz
Provost and Vice President
for Academic Affairs

I am writing this memo in support of the Learning Center's proposal requesting that the three courses currently listed as ED 150, ED 160, and ED 170 be changed to LC prefixes.

I am in agreement with the rationale presented by the Learning Center in support of this request.

**MEMORANDUM FROM
COLLEGE OF EDUCATION**

DATE: November 20, 1996
SUBJECT: Change of Prefix for Learning Center Proposals
TO: University-wide Undergraduate Curriculum Committee
FROM: John W. Butzow, Dean
College of Education 

The College of Education Curriculum Committee met, reviewed, and endorsed the proposals submitted by the Learning Center to change course prefixes for ED 150, ED 160, and ED 170 to LC 150, LC 160, and LC 170.

As Dean of the College of Education, I also endorse the action.

JB:jk

20.LC.mem

APPENDIX
Course Syllabi

I. Catalog Description -- Revised (2/27/90)

ED 150

Educational Planning

ED 150 Educational Planning

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

Introduces students to the system of higher education and to skills that promote effective educational planning and decision-making. Includes the topics of history and purposes of higher education and its changing curricula; models for, and variables to consider in, decision-making, goal-setting, and educational planning.

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

II. COURSE SYLLABUS

ED 150. EDUCATIONAL PLANNING

I. CATALOG DESCRIPTION

ED 150 Educational Planning

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

Prerequisite: Permission

Introduces students to the system of higher education and to skills that promote effective educational planning and decision-making. Includes the topics of history and purposes of higher education and its changing curricula; models for, and variables to consider in, decision-making, goal-setting, and educational planning.

II. COURSE OBJECTIVES

1. Students will understand the changing roles of higher education in American society, and the impact that the changes have had on women and ethnic minorities.
2. Students will understand the value of both liberal studies and career preparation courses in the higher education curriculum, and the emphases placed on these at IUP.
3. Students will understand the major academic, social, and psychological adjustments characteristic of first-year students.
4. Students will be able to apply a decision-making model to the development of academic and personal goals.
5. Students will analyze their learning/personality styles and how these styles correspond to academic and personal development.
6. Students will analyze their cognitive processing styles and how these correspond to academic and personal development.
7. Students will develop an educational plan based on decision-making and goal-setting models, resources, learning/personality styles, and cognitive processing styles.

III. COURSE OUTLINE

- A. History/Purposes of Higher Education (4.5 classes)
 - 1. Historical overview of American higher education
 - a. Changing purposes
 - b. Changing clientele
 - 2. Curriculum overview
 - a. Liberal studies
 - b. Career preparation
 - c. IUP curriculum requirements
 - 3. Values and criticisms of the college education
- B. Higher Education as a Developmental Process (4.5 classes)
 - 1. Adjustment issues of first-year students
 - a. academic
 - b. social
 - c. psychological
 - 2. Decision-making issues
 - a. model
 - b. students' rights and responsibilities
 - c. values clarification
 - 3. Educational objectives & educational planning
 - a. goal-setting & evaluation model
 - b. relationships between the curriculum/co-curriculum
 - c. educational planning model

C. Selected Issues in College Student Adjustment (5 classes)

1. Learning/personality styles
 - a. overview & introduction to the Myers-Briggs Type Indicator
 - b. inventory & interpretation
 - c. relationship to academic and personal/social issues
2. Cognitive processing styles
 - a. inventory & analysis
 - b. processes of thinking/problem-solving
 - c. reasoning strategies

IV. EVALUATION METHODS

The final grade for the course will be based on the following factors:

- 20% Test. One test will be given consisting of multiple-choice items and 2 short essays (higher education history/purposes: (40 points)
- 15% Quizzes. Two quizzes will be given on the reading assignments: (15 points each)
- 25% Analysis papers. Two 3-page analysis papers will be required for the topics of learning/personality/cognitive processing styles and first-year adjustment issues: (25 points each)
- 35% Application paper. Students will be required to write a 6-page educational plan based on decision-making and goal-setting models and including information from the analysis assignments: (70 points)
- 5% Class participation: (10 points)

The course grade will be based on 200 points, and the final grade will be determined using the following point distributions:

A - 200 - 180 pts; B - 179 - 160 pts; C - 159 - 140 pts; D - 139 - 120 pts;
 F - below 120 pts.

V. REQUIRED READINGS

1) Textbook: Nelson-Jones, R. (1990). Thinking Skills: Managing & Preventing Problems. Pacific Grove, CA: Brooks/Cole.

2) Readings (on reserve in library):

Gardner, J. N., & Jewler, A. J. (1989). College is Only the Beginning (2/e). Belmont, CA: Wadsworth.
(ch. 1. 6. 11. 16. 22)

Shertzer, B. (1985). Career Planning: Freedom to Choose (3/e).
Boston: Houghton-Mifflin. (ch. 1. 2. 3)

Study Group on the Conditions of Excellence in American Higher Education (1984). Involvement in Learning. Washington, DC: National Institute of Education. (pp. 1-22)

3) Other readings to be distributed in class.

VI. SPECIAL RESOURCE REQUIREMENTS

For sections of this course reserved for Learning Center freshmen, the Learning Center and Act 101 department budgets will provide funds for consumable copies of the Myers-Briggs Type Indicator.

VII. BIBLIOGRAPHY

- Astin, A. W. (1985). Achieving Educational Excellence. San Francisco: Jossey-Bass.
- Barrow, J. C. (1986). Fostering Cognitive Development of Students. San Francisco: Jossey-Bass.
- Boyer, E. (1988). College: The Undergraduate Experience in America. Scranton, PA: Harper & Row.
- Carnegie Foundation for the Advancement of Teaching (1987). Missions of the College Curriculum. San Francisco: Jossey-Bass.
- Chickering, A. W. and Associates (Eds.). (1981). The Modern American College. San Francisco: Jossey-Bass.
- DeCoster, D. A., & Mable, P. (Eds.) (1981). Understanding Today's Students. New Directions for Student Services, no. 16. San Francisco: Jossey-Bass.
- Delworth, U., Hanson, G. R., and Associates. (1984). Student Services. San Francisco: Jossey-Bass.
- Evans, N. (Ed.) (1985). Facilitating the Development of Women. New Directions for Student Services, no. 29. San Francisco: Jossey-Bass.
- Fleming, J. (1985). Blacks in College. San Francisco: Jossey-Bass.
- Kaysen, C. (1973). Content and Context: Essays on College Education. NY: McGraw-Hill.
- Knefelkamp, L., Widick, C., & Parker, C. A. (Eds.) (1978). Applying New Developmental Findings. New Directions for Student Services, no. 4. San Francisco: Jossey-Bass.
- Levine, A. (Ed.) (1978). Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass.
- May, R. J., & M. Scher (Eds.) (1988). Changing Roles for Men on Campus. New Directions for Student Services, no. 42. San Francisco: Jossey-Bass.
- Noel, L., Levitz, R., Saluxi, D., and Associates. (1986). Increasing Student Retention. San Francisco: Jossey-Bass.

- Provost, J., & Anchors, S. (1987). Applications of the Myers-Briggs Type Indicator in Higher Education. Palo Alto, CA: Consulting Psychologists Press.
- Rudolph, F. (1962). The American College and University: A History. NY: Random House.
- Stice, J. E. (Ed.) (1987). Developing Critical Thinking and Problem-Solving Abilities. New Directions for Teaching & Learning, no. 30. San Francisco: Jossey-Bass.
- Upcraft, M. L., Gardner, J. N., & Associates. (1989). The Freshman Year Experience. San Francisco: Jossey-Bass.
- Wright, D. J. (Ed.) (1987). Responding to the Needs of Today's Minority Students. New Directions for Student Services, no. 38. San Francisco: Jossey-Bass.

I. Catalog Description -- Revised (2/27/90)

ED 160

Learning Strategies

ED 160 Learning Strategies

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

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

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

II. COURSE SYLLABUS

ED 160. LEARNING STRATEGIES (1 credit)

CATALOG DESCRIPTION

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

COURSE GOALS & OBJECTIVES

Goal 1: To develop and achieve learning goals.

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

- a. write a realistic (attainable) academic goal statement for the term;
- b. develop and implement specific strategies to achieve the goal;
- c. evaluate progress toward achieving the goal;
- d. evaluate positive and negative influences on goal attainment;

Goal 2: To develop effective time management and concentration strategies.

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

- a. analyze use of available study time;
- b. identify positive and negative influences on time use and concentration;
- c. allocate time needed to achieve academic goals;
- d. implement effective concentration techniques;
- e. understand the relationship between learning principles, time management, and concentration.

Goal 3: To develop effective strategies for study.

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

- a. analyze the effectiveness of strategies in reference to goals
- b. implement effective strategies for textbook reading and study;
- c. implement effective strategies for notetaking and use of notes;
- d. implement effective strategies for exam preparation;
- e. implement effective strategies for test-taking;
- f. integrate use of the comprehension hierarchy into the study process;
- g. make necessary modifications in their study environments.

Goal 4: To understand the reasons for application of specific strategies.

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

- a. list and explain the principles of learning;
- b. diagram and explain learning and forgetting curves;
- c. integrate knowledge of different levels and types of learning into the study process.
- d. describe a typology of learning styles, define one's own learning style(s), and present evidence of the application of learning style information to the process of studying.

TOPICAL OUTLINE

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

A.. Semester Academic Goals (1.5+ classes)

1. Definition and characteristics of a goal
2. Assessment of semester and future academic goals
3. Self-assessment of study strategies needs
4. Process of goal-planning, implementation, and evaluation

B. Strategies for Effective Time Management (1.5+ classes)

1. Rationale for time management planning
2. Guidelines and principles of effective time management
3. Time management planning and analysis

- C. Strategies for Concentration (1+ class)
1. Identification of internal and external distractors
 2. Development of short-term goals and objectives
 3. Time management strategies
 4. Diet/exercise/health considerations
 5. Reinforcement techniques
 6. Stress & anxiety control strategies
- D. Learning Styles & Strategies for Study (1+ class)
1. Definition and characteristics
 2. Analysis of individual learning styles
 3. Implications for study environment & strategies used
- E. Strategies for Effective Textbook Study/Reading (1+ class)
1. Textbook formats and learning aids
 2. Textbook study strategies
 3. Textbook notetaking strategies
 4. Reinforcement strategies for study/reading
- F. Strategies for Effective Use of Learning Characteristics (2+ classes)
1. Types of learning & applications to study
 2. Curves of learning and forgetting & applications to study
 3. Learning principles & applications to study
- G. Strategies for Effective Notetaking & Use of Notes (2+ classes)
1. Types of classroom notes
 2. Types of study notes
 3. Underlining/highlighting/semantic mapping/networking
 4. Reinforcement strategies
- H. Strategies for Effective Exam Preparation & Test-Taking (2+ classes)
1. Time management for exam preparation
 2. Development and use of study notes
 3. Use of comprehension hierarchy in studying
 4. Use of study groups and other support services
 5. Guidelines for taking objective tests
 6. Guidelines for taking essay tests

LEARNING FORMATS

Four types of learning formats will be used: self-study; large and small-group problem solving discussions; written assignments involving application and analysis of class topics; and, small-group or individual exploration and presentation of a course topic. It is expected that participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance and active participation are expected.

EVALUATION METHODS

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

<u>Letter Grade</u>	<u>Percentages</u>	<u>Points</u>
A	100 - 90%	190 - 171
B	89 - 80%	170 - 152
C	79 - 70%	151 - 133
D	69 - 60%	132 - 114
F	below 60%	below 114

Factors included in final grade:

A. Application Assignments (80 points)

1. Eight (8) application assignments will be given, each of which carries a value of 10 points.

2. The application assignments will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they be completed before class begins. The class discussions will require defense of the responses included on the assignments.

3. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.

4. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments are encouraged to discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

B. Quizzes (30 points)

At the beginning of three (3) class meetings, 10-point quizzes on the reading material assigned for that class will be given. These quizzes will not be announced in advance, and they may not be made up if the student is not in attendance when the quizzes are given, unless a valid excuse is presented.

C. Participation (30 points)

Active and relevant small group participation, including completion of the in-class exercises and discussion of application assignments, will constitute 30 points of the final grade. (Group members will complete participation rating forms at the conclusion of each class discussion. These rating forms will form the basis for awarding participation points. The total number of participation points for each student will be pro-rated on the basis of 30 possible points.)

(Choice of D or E below):

D. Group Project (50 points)

If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) a review of literature on the topic selected; (2) development of a questionnaire, based on the literature review and on information from the Strategies class, to be distributed to faculty members or students; (3) analysis of the findings of the survey; and (4) a paper and presentation. The paper (5+ typed pages + appendix) is to include a statement of the purpose of the project, a review of the literature read, the method(s) by which data were collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the readings.

E. Individual Research Paper (50 points)

The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

REQUIRED TEXT

Pauk, W. (1989). How to study in college. 4/e. Boston: Houghton-Mifflin.

SPECIAL RESOURCE REQUIREMENTS None

BIBLIOGRAPHY

Annis, L. F. (1983). Study techniques. Dubuque, Iowa: Wm. C. Brown.

Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In R. D. Pearson (ed.). Handbook of reading research. NY: Longman, Inc.

Dansereau, D. F. (1985). Learning strategy research. In J. W. Segal, S. F. Chipman, & R. Glaser (eds.). Thinking and learning skills. Vol. I. Hillsdale, NJ: Lawrence Erlbaum Associates.

McKeachie, W. J., et al. (1986). Teaching and learning in the college classroom: A review of the research literature. Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning.

Schmeck, R. R. (ed.) (1988). Learning strategies and learning styles. NY: Plenum Press.

Shepherd, J. F. (1982). The Houghton-Mifflin study skills handbook. Boston: Houghton-Mifflin.

Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (1988). Learning and Study Strategies. San Diego: Academic Press.

Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (ed.). Handbook of research on teaching, 3/e. NY: MacMillan.

Wilkie, C. J. (1988). College study skills: A review and annotated bibliography. (Manuscript under consideration for publication by the Center for the Study of the Freshman Year Experience, University of South Carolina)

I. Catalog Description -- Revised (2/27/90)

ED 170

Career Exploration

ED 170 Career Exploration

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

Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests and abilities, and make realistic decisions on academic majors and careers.

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

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.

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