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CURRICULUM PROPOSAL FORM

University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number _____ / _____
Action _____
Date _____

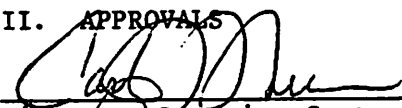
I. TITLE/AUTHOR OF PROPOSAL

COURSE/PROGRAM TITLE: LC 170, Career Exploration

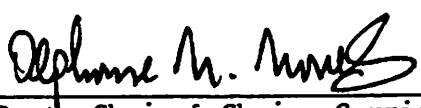
DEPARTMENT: Learning Center

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

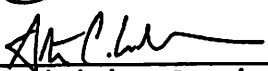
II. APPROVALS



Director, Learning Center



Dept. Chair & Chair, Curric. Comm.



Chair, Division Curric. Comm.



Vice President, Student Affairs

Not Applicable

Director, Liberal Studies
(where applicable)

Not Applicable

Provost
(where applicable)

III. TIMETABLE

Date Submitted
to UWUCC 7/6/88

Semester/Year to be
Implemented Spring, 1989

Year to be published
in Catalog 1989

Rationale and Purpose

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

The purpose of the enclosed course proposal (LC 170 - Career Exploration) is to introduce freshman students to the world of work and through self-assessment and exploration to enable them to make realistic decisions relative to academic majors and professional careers.

References

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

Course Syllabus

I. Catalog Description

LC 170

Career Exploration

1 credit
1 lecture hour
0 lab hours
(1C-01-1SH)

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

Course Syllabus

I.	Catalog Description	1 credit
		1 lecture hour
	LC 170	0 lab hours
	Career Exploration	(1C-01-1SH)

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

II. Course Objectives

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

III. Course Outline

A. The objectives of a college education (2 lectures)

1. Purpose of college
2. Educational objectives
3. Value of attending college

B. Overview of Careers (1 lecture)

1. Mapping the World of Work
2. Occupational classification systems
3. Terminologies within occupational classifications

C. Theories of Career Development (2 lectures)

1. Stages of development
2. Factors which influence career development
 - a. environment
 - b. personality
 - c. economy

D. Self-Assessment (3 lectures)

1. Exploring abilities, interest and values
2. Evaluating vocational interests
3. Decision-making

E. Investigating Occupations (2 lectures)

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

F. Campus and other Resources (2 lectures)

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

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

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

IV. Evaluation Methods

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

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

B. Point Distribution:

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

Total = 200 pts

C. Application Assignments

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

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

Criteria for awarding points

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

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

E. Participation

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

V. Required Textbook

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

VI. Special Resource Requirements

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

VII. Bibliography

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

Dunphy, P. W., Austin, S. F., McEneaney, T. J. (1976). Career Development for the College Student. Crauston, Rhode Island: Carroll Press.

Harris, N. C., Grede, J. F. (1977). Career Education in College. San Francisco: Jossey-Bass.

Michelozzi, B. N. (1980). Coming Alive from Nine to Five: The Career Search Handbook, 3rd Ed. Mountain View California: Mayfield Publishing Company.

Montross, D. H., Shinkman, C. J., Ed. (1981). Career Development in the 1980's: Theory and Practice.

Powell, Randall C. (1981). Career Planning Today. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Shertzer, B. (1985). Career Planning: Freedom to Choose, third edition. Boston: Houghton Mifflin.

Course Analysis Questionnaire

A - Details of the course.

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

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

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

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

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

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

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

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

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

B - Interdisciplinary Implications.

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

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

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

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

C - Implementation

Resources

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

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

D Miscellaneous

Attachments

Course syllabi and descriptions from other institutions

Article entitled: A Career Seminar

Students' evaluation of the course

Memo from Dr. Hoellein

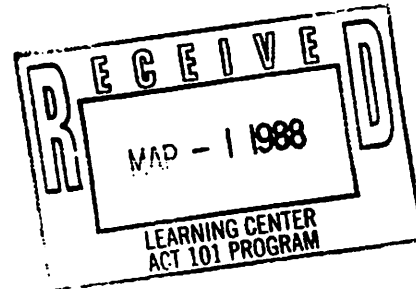
Letter from Ms. Cathy Dugan

Date: February 26, 1988

Subject: Proposed Career Exploration Course

To: Alphonse N. Novels, Chairperson
Learning Center

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



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

gdf