

ACADEMIC/CAREER DECISIONS COURSE SYLLABUS, EDCEP 120 SPRING 2011

SECTION # _____

LOCATION _____

COURSE DESCRIPTION

The course addresses general principles of academic and career choice through lectures, class discussions, and individual research. Topics include decision-making models and principles; exploration of interests, abilities, and values through career assessments; and academic and career investigation using interactive software, library materials, online resources, and experiential learning opportunities.

CREDIT

1 undergraduate hour

COURSE COORDINATOR

Michelle Haupt, Coordinator
Academic and Career Information Center
14 Holton Hall
Kansas State University
Manhattan, KS 66506
785-532-7494

Instructor _____

Instructor _____

Name _____

Name _____

Phone _____

Phone _____

Email _____

Email _____

Office Hours _____

Office Hours _____

COURSE OBJECTIVE

This course is designed to help students develop a plan for choosing an academic major and/or career path. This includes assignments and activities related to self-awareness, values clarification, decision-making, career/major exploration, and transferable skill development.

COLLEGE OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK

Mission

The vision of the College of Education at Kansas State University is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers. The mission is fulfilled through:

- ▶ The delivery of exemplary instruction to students at the undergraduate and graduate levels;
- ▶ Production, interpretation, and dissemination of sound and useful research and scholarship;
- ▶ Leadership, collaboration, and service within the profession; and
- ▶ Promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as a guide for fulfilling the College of Education's vision as well as supports the university and college missions focusing on teaching, research, service, and diversity. The Conceptual Framework acknowledges the contributions of general education, content area studies, and professional studies to the preparation of educators; and organizes professional studies into four broad categories:

- ▶ Perspectives and preparation (Foundations, Students and Learning, Content and pedagogy, and Planning)
- ▶ Learning Environment
- ▶ Instruction
- ▶ Professionalism

Student Learning Objectives

The objectives of this course have been established in order to coincide with the college-wide vision, mission, and conceptual framework.

Foundations

- ▶ Explore and describe ways in which college students may create a successful and satisfying academic and career preparatory experience at college.
- ▶ Identify resources on campus and on the internet that can assist students with issues related to exploring academic majors, internship opportunities, careers, and job opportunities.

Students and Learning

- ▶ Examine and discover personal interests, abilities, and values which affect student decisions in choosing an academic major, job/internships while in college, and a long-term career path.
- ▶ Recognize and appreciate diverse people, cultures, occupation, and job settings that are found at K-State and in the world of work
- ▶ Appreciate and respect the opinions and thoughts of class members raised during group discussions.

Planning

- ▶ Utilize self assessment tools to learn more about oneself and how personal interests and preferences connect to work environments.
- ▶ Locate and effectively use resource materials found at the Academic and Career Information Center, Career and Employment Services, and on the internet.
- ▶ Create a plan of action to choose an academic major and/or career path, and gain experience using strategies learned in class
- ▶ Understand a timeline of career development that begins early in a student's college journey.

Professionalism

- ▶ Use critical thinking skills to solve problems and issues in college, career, and personal life.
- ▶ Understand the transferability of skills between work environments, as well as use decision making models for reasons other than choosing an academic major or career path.

University General Education

This course carries the designation of University General Education (UGE). Students' UGE experiences should inspire them to appreciate differing viewpoints, consider openly new and divergent thinking, weigh ideas with careful skepticism, challenge conventional wisdom, and explore accurate and more useful knowledge. UGE courses are to incorporate an active learning environment, an experiential context for whatever is studied, and an opportunity for students to connect ideas. The intent of the UGE program is to expand the students' breadth of education at KSU.

CLASS INSTRUCTIONAL STRATEGIES

The format of the course combines lecture, group interaction, and independent research. In addition to class meeting time, students will have a one-hour individual appointment with an Academic and Career Information Center (ACIC) staff member outside of class to complete the DISCOVER career assessment and a 30-minute mock interview. Students can expect to spend time at ACIC researching careers of interest to complete several assignments.

POLICIES AND PROCEDURES

Attendance policy

Participation and attendance are key components for Academic/Career Decisions. In addition to learning from the assignments in this course, students will learn from one another through classroom activities and discussion. For success in this course, it is very important that students attend every class. In addition, class attendance and participation will count for almost 25 percent of the final grade. If you have an emergency and need to be absent, please contact your instructor.

Graded Assignments:

Possible Points

1) Ideal Job Description Paper	50
2) DISCOVER career assessment	25
3) Self-Directed Search career assessment	25
4) Assessment Results Message Board	20
5) Informational Interview & Message Board	35
6) Career worksheets	
Academic Major Information Search	15
ACIC Library Major/Career Research	15
K-State Career Services Major/Career Search	15
7) StrengthsQuest assessment	25
8) Resume and Cover Letter (Draft)	10
9) Final Resume	35
10) Final Cover Letter	35
11) Mock Interview	40
12) Final Integration Paper	100
13) Unit 6: Implementing Your Decision	15
14) Attendance and participation	140

Total

600pts

Grade Distribution

600-540 (90%)	A
539-480 (80%)	B
479-420 (70%)	C
419-360 (60%)	D

Homework

All homework assignments are due on the day indicated on the course schedule.

Extra CreditResearch Survey – 20 points

As part of a research project in the Department of Special Education, Counseling and Student Affairs, you may earn 20 points extra credit for completing a research survey. The survey must be completed following class one, and returned during the second class period. In addition, a survey will again be collected at the end of the course, which must be returned during the last class period.

An alternate activity will be provided for extra credit if you wish to earn extra credit, but do not wish to participate in the research survey.

You must be complete the full assignment in order to receive the extra credit points. You may either earn all points for completing a survey/alternate activity at BOTH the start and end of the course, OR you will earn no extra credit points if you do not complete the survey/alternate activity at BOTH the start and end of the course.

Statement Regarding Academic Honesty

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Special accommodations

Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Disability Support Services (dss@k-state.edu) and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety.”

Statement Defining Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article VI, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

RECOMMENDED TEXT

Gordon, V.N., & Sears, S.J. (2010). *Selecting a college major: Exploration and decision making* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

REQUIRED COURSE MATERIALS

StrengthsQuest assessment – a fee of \$12.50 will be needed for the StrengthsQuest assessment and access to the online book. More information will be provided during class regarding this text. Please pay for this assessment in ACIC by class 3.

BIBLIOGRAPHY

American College Testing Program. (2007). *DISCOVER*. Iowa City, IA

American College Testing Program. (2001). *The world of work map*. Iowa City, IA

Clifton StrengthsFinder, (2007). *StrengthsQuest*. Omaha, NE: Gallup, Inc.

Holland, J.L. (1997). *Making vocational choices* (3rd ed.). Lutz, FL: Psychological Assessment Resources, Inc.

Holland, J.L. (1994). *Self-directed Search* (SDS), Form R (4th ed.). Lutz, FL: Psychological Assessment Resources, Inc.

Knowdell, R.L. (1993) *Career values card sort*. San Jose, CA: Career Research & Testing, Inc.