

EDPS 105: Academic and Career Planning

Fall 2007

Instructor:

Office:

Phone:

Email:

Office Hours: by appointment

Materials required: EDPS 105 Course Pack and a Mortar Board

Student Learning Outcomes for EDPS 105

1. Students will identify and articulate their interests, abilities, personality characteristics, educational, and life goals.
2. Students will identify majors, fields of study, and career paths that are consistent with their interests, abilities, and life goals.
3. Students will understand degree requirements, pre-requisites, co-requisites, course availability, and course sequencing for specific majors.
4. Students will know and understand Purdue policies and procedures regarding registration, academic honors, probation, and drop status, and academic integrity.
5. Students will participate in activities and/or experiences which enhance cultural competence.
6. Students will identify and utilize academic support resources and other support services to ensure academic success and adaptation to college life.

For those that are unsure about their major, those that have several majors in which they are interested and are having difficulty selecting one, or those that are working to confirm the major they have identified or find a “backup” major, the decision is yours to make. No one can tell you what you should do for the rest of your life.

The course involves some lecturing but relies most heavily on small group interaction and discussion. You must be a willing participant in the small group activities and apply yourself fully to course assignments in order to make optimal progress in making academic and career choices.

This course is designed to help you explore and find out about yourself and your options towards a major and career. This is not a class for passive exploration. Through your active involvement in this class, by the end of the semester you will have made progress towards choosing an academic major that "fits" you and establishing a tentative career goal.

Inventory Instruments

Complete the following inventory instruments in order to increase your self-knowledge and facilitate decision-making. *Complete the inventories in a serious manner.*

1. *Career Factors Inventory* (CFI). The CFI reflects some of the reasons why you may be experiencing indecision; it indicates the steps you need to take to become more decisive. Commercial inventory in Course Pack. Feedback in Class 5. 10 points.
2. *Self-Directed Search* (SDS). This instrument provides you with feedback regarding your career interests. The SDS is used in conjunction with the *Occupations Finder, Alphabetized Occupations Finder*, and the *Educational Opportunities Finder*. Commercial inventory in Course Pack. Feedback in Class 6. 15 points.
3. *Strong Interest Inventory with Skills Confidence Inventory* (SII). The SII compares your interest profile with those of workers in more than one hundred occupations. It tells you how similar your interests are to those of workers employed in these diverse occupations. The Skills Confidence portion describes how you perceive your own capabilities. Administered on line. Feedback in Class 10. Directions are in your Course Pack. 15 points.
4. *Career Ability Placement Survey*. This comprehensive, multi-dimensional battery is designed to efficiently measure abilities keyed to entry requirements for the majority of the jobs in each of 14 Occupational Clusters. Administered in class. Feedback in Class 13. 10 points.
5. *Learning Styles Inventory*. This inventory measures your preferred learning style: visual, auditory, or kinesthetic. Administered on line. Feedback in Class 18. 10 points.
6. *Myers-Briggs Type Indicator* (MBTI). This popular personality test can be helpful in identifying work environments that are compatible with your personality. Administered on line. Feedback in Class 21. 15 points.
7. *Five Factor Inventory* (FFI). This is another personality test that provides information about some important personality characteristics that are not measured by the MBTI. Commercial inventory in Course Pack. Feedback in Class 21. 10 points.
8. *Forced Choice Values Inventory* (FCV). This exercise is designed to help sort the values that relate to selecting a career field. Administered on line. Feedback in Class 22. 10 points.
9. *Decision Making Self Efficacy* (DMSE). This inventory helps describe your confidence in your ability to make a good career decision. Administered on line. Feedback in Class 25. 10 points.
10. *Decision Making Style* (DMS). This questionnaire helps you to better understand your approach to making decisions. Administered on line. Feedback in Class 25. 10 points.
11. *Career Decision Difficulties Questionnaire* (CDDQ). The CDDQ measures some of the specific barriers that are impeding your progress in making a career decision. Administered on line. Feedback in Class 25. 10 points

12. *DISCOVER program.* Complete the DISCOVER computer program on line. DISCOVER uses your interests, abilities, and values to identify career clusters that contain occupations that may be of interest. Occupational information is provided by the program. Most students take at least 60 minutes to complete the program. Turn in a copy of your printed output (“Career Portfolio” final results) to your instructor to verify completion of the program. Directions for using DISCOVER are in your Course Pack. 30 points.

Course Pack

There is a fee for the inventory instruments used in the class and for materials used in the course. There is not a textbook for this class. The Course Pack can be purchased at the Boiler Copy Maker Copy Center, Purdue Memorial Union, Room 157.

Evaluation

I. Assignments. Complete the following assignments. **Assignments are due on the date indicated. Late assignments will be accepted no later than the next class period and the maximum number of points available for the late assignment will be reduced by 20%.**

1. **Autobiography.** The purpose of this assignment is for you to reflect on the major forces and events in your life that have been influential in shaping your personality, goals, and values. Requires approximately 1000 words (4-5 typed pages, double spaced, 12-point font, one-inch margins). Guidelines are in your Course Pack. 50 points. **Due 9/4.**
2. **Academic Major PowerPoint Presentation.** Make an 8-10 minute class presentation about a Purdue academic major that interests you. A PowerPoint presentation is required. Guidelines are in your Course Pack. 100 points. **Due 10/4.**
3. **Career Report and Interview.** Research a career in which you are interested. After researching your chosen career, interview an individual established in that career. The interview will take 30-60 minutes to complete. The written report requires complete paragraphs to address specific research areas, writing out interview question responses in paragraph form, and reflection as to how this occupation fits you (double spaced, 12-point font, one-inch margins). Guidelines are in your Course Pack. 75 points. **Due 11/8.**
4. **Summary Paper.** *Integrate all the inventory results* you received over the course of the semester. This report will help you identify the academic major options at Purdue that “fit” you best. The written report requires approximately 1000 words (4-5 typed double spaced pages, 12-point font, one-inch margins). Detailed Guidelines are in your Course Pack. 100 points. **Due 12/6.**

II. Homework. Complete the following homework assignments. **Homework is due on the date indicated. Late homework will be accepted no later than the next class period and the maximum number of points available for the late homework will be reduced by 20%.**

1. **Syllabus Worksheet.** Answer questions based on the course syllabus. 10 Points. **Due 8/23.**

2. **Class 14 Take Home Quiz.** Answer questions based on the USP web site. 10 Points. **Due 10/4.**
3. **Time Management.** There are four homework assignments designed to help improve your Time Management skills.
 - A. **Long Range Academic Planning.** Build a planning calendar that shows the due dates of all major assignments/exams/papers for each Fall Semester class. Include two (2) planned GS 119 sessions and any trips away from campus. 15 points. **Due 8/30.**
 - B. **Time Log.** Keep detailed track of how you use your time for one week. 10 points. **Due 10/23.**
 - C. **Analyze Your Time Log.** Analysis and reflection on how you used your time as documented by your Time Log. 30 points. **Due 10/23.**
 - D. **Planned Weekly Study Schedule.** Build a plan as to how you will use your time for one week. 15 points. **Due 10/30.**
4. **Genogram.** There are two assignments associated with your family genogram.
 - A. **Family Genogram – Part I: Gathering Data and Part II: Drawing Your Genogram.** Gather specific information about your parents, grandparents, aunts, uncles, and “significant others.” This information will then be used to construct a family genogram. 25 points. **Due at the start of class on 11/29.** There will be a **15 point penalty** for not having your genogram completed by the start of class.
 - B. **Family Genogram – Part III: Analyzing Your Genogram.** Done during Class 26. Answer questions related to the family genogram previously constructed. 35 points. **Due on completion of class, 11/29.**
5. **Resume.** Prepare a resume based on your actual accomplishments and experiences to date. 30 points. **Due 9/20.**

III. Class readings. Classes for which there are preparatory readings are indicated on the syllabus. These readings, posted on WebCT, will help you prepare for class discussion.

IV. Midterm Exam. A midterm exam will be given on **Tuesday, November 13 at 7:00 pm.** A total of 100 points are possible.

V. Completion of inventory instruments. The MBTI, SDS, and SII inventories are worth 15 points each. The CFI, DMS, CDDQ, FFI, FCV, DMSE, Learning Style Inventory, and CAPS are worth 10 points each. The DISCOVER program is worth 30 points. The total point value of late inventories are decreased by 20 percent. A total of 155 points are possible.

VI. Class attendance. Class attendance is expected. Classes are designed to help you achieve the student learning outcomes. For 22 of the classes, 10 points will be assigned for each class attended. The five classes during which “Academic Major PowerPoint” presentations are made are worth 20 points each. There are 27 classes. A total of 320 points are possible. 15 bonus points will be awarded for perfect class attendance.

VII. Find out in depth information regarding majors in the various Purdue colleges/schools by: 1) attending two (2) GS 119 sessions, 2) viewing two (2) videotaped GS 119 sessions or 3) any combination of 1) and 2). The purpose of this assignment is for you to become more familiar with at least two (2) academic majors **in which you are interested**. It is your opportunity to gain academic major information. Compensatory time for these two (2) required GS 119 sessions is provided in the EDPS 105 class schedule. If you are interested in learning about more than two academic majors, guests are always welcome to attend GS 119. Note that attendance credit is given for only 1 session even though 2 different majors or colleges are presented during a single GS 119 session.

GS 119: Introduction to Academic Programs at Purdue (MW 3:30 to 4:20 in SMTH Room 108) provides information about many of the majors available at Purdue. Videotapes of previous presentations are available under the “Course Reserves” at the Hicks Undergraduate Library. The “GS 119 Presentation Schedule” and the “GS 119 Report Form” are posted on WebCT. The “GS 119 Report Form” is also available in your Course Pack. Note that the “GS 119 Report Form” must be filled out during the GS 119 class and the signature of Melissa Pederson, the GS 119 Instructor, obtained after the GS 119 class to certify your attendance at the class session. Failure to submit the two (2) completed “GS 119 Report Forms” will result in an **INCOMPLETE** earned for the course. **Due by 12/7.**

To locate a tape for viewing at the Hicks Undergraduate Library:

1. Look up the call number using the Libraries web site (<http://www.lib.purdue.edu/>), under “**Key Resources,**” select “**Course Reserves.**”
2. At the “**Course Reserves**” drop down box for “**Course,**” select “**GS 119: Indp Study.**” “**Search**” to bring up the list of available tapes.
3. Identify the tape desired and note the “**Call Number,**” in the format of “**UGRL Coleman VC \$\$**” where “**\$\$**” is the number of the tape desired for viewing.
4. Go to the “**Circulation & Reserves**” desk at the entrance to the Hicks Undergraduate Library and request the “**Call Number**” of the tape(s) desired for viewing. Your Purdue ID will be used to check out the tape(s).
5. Go to the “**Periodicals**” area of the library and use the VCRs located there to view the tape, filling out the “**GS 119 Report Form**” as the tape is viewed.
6. After viewing, return the tape to the “**Circulation & Reserves**” desk. **Ask the clerk at the “Circulation & Reserves Desk to stamp “UGRL”** on the signature line of the GS 119 Report Form to verify your viewing of the tape.
7. Submit the completed “**GS 119 Report Form**” to your EDPS 105 Instructor.

There are a total of 1080 possible points. Final grades will be assigned based on the following point totals:

A = 972 – 1080 points

D = 648 – 755 points

B = 864 – 971 points

F = 647 points and below

C = 756– 863 points

Grades for completed work can be checked in the WebCT grade book.

Extra credit work is not available for this course. The only bonus points available for this course are for perfect class attendance.

Major Campus Emergency

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Ways to get information about changes in this course include WebCT Vista or by contacting your Instructor by E mail or phone. Your Instructor's E mail address and phone number are located on the first page of the syllabus.

Academic Integrity

Purdue prohibits cheating and plagiarism. Copying another student's paper or paying someone to write a paper for you are forms of academic dishonesty. If an instructor finds that a student is guilty of academic dishonesty, the instructor can resolve the matter through punitive grading. The instructor also may choose to refer the case to the Office of the Dean of Students for adjudication. Possible penalties include a warning, probation, suspension, or expulsion.

Assignments associated with this course are located on WebCT Vista. WebCT Vista may be found at <http://www.itap.purdue.edu/ilt/ecourses>. You can also use the "shortcut" in the upper right of Purdue's Homepage. Use your Career Account username and password for access.

Notes about WebCT Vista: Detailed notes about using WebCT Vista are contained in your Course Pack.

If assistance is required for WebCT Vista to work on your own personal computer, call or visit the ITaP Customer Service Center, located in Stewart Center Room G 065 (49-44000).

Students are responsible for obtaining materials delivered through WebCT. If the student's own personal computer does not work to obtain required materials, students must find one that does work, which may require using a university computer lab.

Fall 2007 Course Outline

Class	Date	Topic
Week 1		
1	8/21	Introduction and Administration of SII (Computer Lab Class)
2	8/23	Overview of Course Reading Assignment “Syllabus Worksheet” Due
Week 2		
3	8/28	Administration of Skills Confidence Inventory, Myers Briggs Type Indicator, Decision Making Self-Efficacy, Decision Making Style, and Career Decision Difficulties Questionnaire (Computer Lab Class) “Career Factors Inventory” Due
4	8/30	Transition to College Reading Assignment “Long Range Academic Planning” Homework Due
Week 3		
5	9/4	Decision Making Barriers: Career Factors Inventory Feedback Reading Assignment “Self-Directed Search” Due “Autobiography” Due
6	9/6	Holland’s Model of Career Interests: The Self-Directed Search Reading Assignment “Five Factor Inventory” and “Forced Choice Values” Due
Week 4		
7	9/11	Sources of Purdue Academic Major Information & the Academic Major PowerPoint Presentation (Computer Lab Class) Check “DISCOVER” Tokens “Learning Styles Inventory” Due
8	9/13	Preparing for the Marketplace Reading Assignment
Week 5		
9	9/18	Using the Internet Part I: Finding Career Information (Computer Lab Class) Reading Assignment DISCOVER Results Due
10	9/20	A Second Look at Career Interests: The Strong Interest Inventory & Career Confidence Reading Assignment “Resume” Due

Week 6		
11	9/25	Using the Internet Part II: Job/Career Fairs, Finding Internships and Jobs (Computer Lab Class) Reading Assignment
12	9/27	Administration of the Career Ability Placement Survey (CAPS)
Week 7		
13	10/2	The CAPS Battery – Understanding your Skills and Abilities
14	10/4	Registration Information, Global Village, & Boilermaker Jeopardy Reading Assignment Class 14 Take Home Quiz Due Academic Major PowerPoint Due
Week 8		
	10/9	October Break
15	10/11	Academic Major PowerPoint Presentations – Session 1
Week 9		
16	10/16	Academic Major PowerPoint Presentations – Session 2
	10/18	No formal class meeting. NACADA Conference in Baltimore, MD (October 18 through 20)
Week 10		
17	10/23	Academic Major PowerPoint Presentations – Session 3 “Time Log” and “Analyze Your Time Log” Due
18	10/25	Time Management & Academic Support Services at Purdue University: Making Good Students Better Students Reading Assignment
Week 11		
19	10/30	Academic Major PowerPoint Presentations – Session 4 “Planned Weekly Study Schedule” Due
20	11/1	Academic Major PowerPoint Presentations – Session 5
Week 12		
21	11/6	Your Personality: Understanding and Interpreting the MBTI and the Five-Factor Model Reading Assignment
22	11/8	Academic Major PowerPoint Presentations Career Report and Interview Due

Week 13		
23	11/13	Experiencing Other Cultures for designated sections
	11/13	Midterm Exam at 7:00 pm at designated location
24	11/15	Experiencing Other Cultures for designated sections
Week 14		
	11/20	No formal class meeting.
	11/22	Thanksgiving Vacation
Week 15		
25	11/27	Your Decision Making Style
26	11/29	The Family Occupational Genogram: Work, Family, Life, and Gender Roles “Decision Making Self Efficacy” on line inventory Due <i>Due at Start of Class: “Family Genogram – Part I: Gathering Data & Part II: Drawing Your Genogram”</i> <i>Due at End of Class: “Family Genogram – Part III: Analyzing Your Genogram”</i> Reading Assignment
Week 16		
27	12/4	Values and Occupational Prestige Reading Assignment
28	12/6	Tying All the Pieces Together, GS 119 Reports Due Summary Paper Due

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