



**Oregon State University**

**Ecampus**

**Course Name:** Career Decision Making

**Course Number:** ALS 114

**Credits:** 2 Credits

**COURSE CREDIT:**

(2) This course combines approximately 60 hours of instruction, online activities, and assignments for 2 credits.

**PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:**

None.

**COURSE DESCRIPTION:**

Through a series of self-assessment inventories, online career research tools, and class discussion and reading materials, students will actively engage in the steps involved in the career decision-making process.

Specifically, this course is designed to help students seek answers to the following questions: Who am I? What are my academic and career choices? and What steps can I take to get there from here? Students will explore educational and career options and establish achievable “next steps” towards their goals based on an understanding of individual values, interests, personality, and abilities.

The benefits of this course are designed for life-long application, providing both short-term results and long-term resources for enhanced understanding, preparing students to be better able to seek and to respond to opportunities that will increase their satisfaction with life and career decisions.

**CONTACT INFORMATION:**

Questions? Contact the OSU Academic Success Center at 541-737-8144.

**Sample syllabi may not have the most up-to-date information. For accuracy, please check the [ECampus Schedule of Classes](#) to see the most current instructor information. You can search for contact information by name from the [OSU Home Page](#).**

## LEARNING RESOURCES:

### **Class Fee and Learning Resources:**

The materials, testing, and computer program fee is \$37, charged to your student account upon registration. No text from the bookstore is required. Your fees include the standard assessment fees charged to take the Strong Interest Inventory and the Myers-Briggs Type Indicator, which will be assigned within the first weeks of the course. Additional readings and supporting materials will be posted on Canvas weekly. **All of the resources you are presented with this term are yours for continued use beyond the scope of this class.**

**NOTE: For textbook accuracy, please always check the textbook list at the [OSU Bookstore website](#). Sample syllabi may not have the most up-to-date information.**

**Students can also click the 'OSU Beaver Store' link associated with the course information in the [Ecampus schedule of classes](#) for course textbook information and ordering.**

## STUDENT LEARNING OUTCOMES:

*Upon successful completion of this course you will be able to:*

1. evaluate the role interests, values, and personality preferences play in your career decision making process.
2. describe and analyze your individual career-related values, interests, personality preferences and use this information to identify academic and career opportunities and goals.
3. select and assess the value of key online resources for researching current and future academic options, career fields, and the job market.
4. demonstrate informed career decision-making by synthesizing career information, identifying meaningful questions for your research, and conducting at least one informational interview in your career field.
5. construct an achievable plan for reaching your career goals.

## COURSE CONTENT AND POLICIES:

### **Assessment/Evaluation of Student Performance and Course Policies:**

Participation in this course is particularly important because it is, after all, a course about you. Assignments and activities are designed to provide information to you and about you. Therefore, your engagement in this course will have the greatest affect on your grades.

There are four components to this course that you will be responsible for each: Lecture Notes/Videos, Required Readings, Assignments/Quizzes, and Discussion Forums.

Your performance in this course will be based on completion of activities and surveys, synthesis of the lecture notes and readings revealed through your thoughtful reaction to the activities, your ACTIVE participation in the discussion boards, and a final synthesis paper. See below for specific expectations and guidelines for Discussion Board Participation.

The flow of the course will be similar each week. Lecture Notes or Videos and Required Readings will be posted for you by Monday morning each week. You will have the opportunity to prepare for the week's topic and assignments with these materials so you can then engage your peers throughout the week via the discussion board. Each week there will also be at least one short assignment. If possible, this should be completed early in the week both for the greatest potential to participate in the discussions and for full credit.

### **Due Dates and Late Work:**

Although it is to your advantage to complete work early in the week, **all assignments are due by the end of each week, Saturday at midnight.** Points will be deducted from assignments that are submitted late, and full credit for discussion participation will be granted only for discussion posts made before the weekly due date. Please communicate with me about your needs, questions, and extreme circumstances in a timely manner as you anticipate them. I will be best able to assist you if we are in communication.

### **Communication & Submitting Assignments:**

We will use ONID email accounts and Canvas to communicate through this course.

Also, in the Discussion Board section of the course, a special "Q & A Forum" is provided so you can ask questions about the course, clarify assignments, and express concerns that may be answered by anyone in the class, including myself and your classmates. The Q & A Forum is a public communication space and not a private communication tool between student and instructor. If you have questions of a private nature, please feel free to contact me directly by email or phone.

I will be in consistent and active communication with you throughout the term, responding generally within 24 hours to email and phone messages, and within the week to your individual class assignments with personalized feedback. While I do not hold weekly office hours for this online course, I am very happy to arrange to meet with you via phone or video conferencing to discuss specific issues, concerns, questions, or how to better personalize the course content for your needs.

Your work will be submitted and graded through Canvas. Be sure to check the "Grades" tab in your course to confirm that you submitted your work successfully; you will see a symbol in the grade column when your assignment has been submitted for grading. Once your

assignment has been graded, you will also have access to the comments I leave for you in response to your work. Please feel free to contact me if you would like to discuss further.

### Discussion Board Participation:

The discussion board is a unique feature of an online course, one that provides the opportunity to greatly enrich your experience in the class. It will be used weekly to process the activities and your learning, to provide feedback and challenge to each other, and as an outlet for you to ask questions. It is intended to be our interactive conversation space. Your contributions to the Discussion Board totaled over 10 weeks can earn you up to 100 points toward your final grade in this course, which is 25% of your final grade. Earning full credit is dependent on both the quantity and quality of your interaction.

*The following rubric will guide the assessment of your weekly Discussion Board grade:*

Criteria	No Engagement	Minimal Engagement	Strong Engagement	Excellent Engagement
<b>Quantity of Posts</b>	<b>0 Points</b> 0 posts this week	<b>1 Points</b> 1 post this week	<b>2 Points</b> 2 – 3 posts this week	<b>3 Points</b> 4 or more posts this week
<b>Quality of Interaction with Classmates</b>	<b>0 Points</b> Does not demonstrate interaction with classmates; no reply posted to others	<b>1 Points</b> Rarely addresses the ideas posted by classmates; response may be limited to general feedback such as "that's nice" or "great idea"	<b>2 Points</b> Evidence of follow-up and participation with classmates; responses offer relevant feedback	<b>3 Points</b> Engages classmates with multiple thoughtful replies in conversation style, offers ideas or resources, and/or posts relevant provocative questions
<b>Response to Prompt</b>	<b>0 Points</b> No response to weekly discussion prompt	<b>1 Points</b> Minimal response to prompt in word count or rushed reply	<b>2 Points</b> Adequately replies to some portion of the discussion prompt; shares a personally relevant reaction	<b>3 Points</b> Responds thoroughly to the discussion prompt; provides personal examples, reflections, or extends the ideas significantly
<b>Timely Submission</b>	<b>0 Points</b> Did not submit posts this week	<b>0.5 Points</b> Submitted contributions after deadlines	<b>0.5 Points</b> Submitted posts, but timing was not optimal for class participation	<b>1 Points</b> Submitted initial post early in the week and met Saturday deadline

Just like weekly assignments, all discussion posts should be entered by Saturday at midnight each week. As you can see from this rubric, your participation is worth up to 10 points weekly. Points will be awarded for your active and timely participation, your thoughtful responses to the initial prompt and to each other. While I do not require that you post initially each week by a certain date because I understand that schedules vary, I encourage you to schedule your reply to the week's prompt early each week (maybe Tuesday or Wednesday) and ensure that you are intentionally reading and replying to others so that you can meet your participation goal by Saturday each week. Another note: please make an effort to respond first to others without many comments so that the interaction and conversations in our class are truly rich and engaging.

In addition to the graded weekly Discussion Board Forums, you will note two additional forums that will be active throughout the term. These are ungraded, but vital. The first is our Introduction Forum where you will be asked to post during the first week. The second is the Q & A Forum which is available for any course-related questions you have at any point during

the course. Use this discussion board to address items having to do with the class in general (assignments, deadlines, technical problems, etc.) so that all may benefit from the questions and answers provided. Anyone should feel free to provide answers or suggestions to various questions.

If you have questions or comments of a personal nature, please feel free to email me privately.

### **Your Informational Interview:**

The culminating activity in this course – and, by the way, the highest-rated activity by students who have taken this course on campus and online!!! – is the Informational Interview. An Informational Interview is a career exploration strategy, a way to learn more about a career field or job title than any almost any other method. Just think about it: if you could talk to anyone, a person in any position in the world of work, who would it be? What questions would you have about required coursework, the secrets to getting hired in the field, the reality of a day in the life of that professional? And what's more, by interviewing someone in a field of interest to you, you not only get to gather inside information about a career, you are making a personal contact in the field, adding to a network of people you can reach out to in your future career steps.

Dream Big. This step could be the first step to making your career ideas a reality. Students I have taught have been able to interview big players: an editor of a well-known magazine, the owner of a large computer company, the business manager of a major league basketball team. And in addition to walking away with valuable career insight, many students over the years have followed up on job and internship offers as a result of conducting their interviews. The potential is endless, and your satisfaction with this assignment promises to be huge. More information will be provided about the assignment and resources to assist you after the first half of the term.

### **Another note for your planning:**

During Week 8, you will have the opportunity to contact an advisor to conduct major-specific or career research. This can be a busy time of the term for most advisors, so if you like to plan ahead, you might want to preview the assignment in the Start Here materials and arrange early for an appointment.

### **Expectations...**

#### **...for Writing Assignments:**

All of your writing assignments should be typed, double-spaced, and presented in 12-point font. In general, 2-3 pages should cover the assigned topics. Each assignment, whether a summary paper or discussion entry, should reveal thoughtful reflection supported with examples and detail. This class is for you and, to a great extent, about you. There are few right or wrong answers, and your ideas and opinions will carry the most weight when you back them up with experiences from your life and evidence of your learning.

**...for your Involvement in this Course:**

This course is designed to move you forward, to help you access the resources and to engage in activities that make the Career Decision Making process effective. You will be rewarded by your effort and contributions, truly. To facilitate this growth, my expectations for each student are the following....

**Engage:** *Your personal commitment to the objectives of this course is critical for you and for your peers. Former students of this course provide the following advice:*

**“This is one of those classes that you will truly get out of it what you are willing to put into it...one of those courses you will remember always!”**

**“Keep an open mind about everything...including your own strengths and weaknesses.”**

**“I learned that it’s ok to be undecided or unclear about your direction, but you need to be an active explorer to move forward.”**

**“This class won’t make decisions for you... you really have to want to make them on your own with the help of this class.”**

**Participate:** Active participation means that you intentionally consider the input of others, that you comment thoughtfully during discussions, and that you give your all when completing assignments for the class. This course is designed to increase your understanding of yourself and of the world of work and will enable you to make informed choices successfully with your full participation. When you are able to share your own experiences and reactions, you will not only get more from this course, but you will also enhance the experience for your peers in this class. The experiences of one are exponential when shared in a group.

**Respect Others:** You will be exposed to a variety of very interesting and thought-provoking activities, and opinions and reactions of each student in this class are sure to differ. Be considerate of the diversity of thought and experience within our group – you will be richer for it.

As your instructor, I am dedicated to establishing a learning environment that promotes diversity of the students’ race, culture, gender, sexual orientation, and physical disability. Anyone noticing discriminatory behavior in this class, or if you feel discriminated against, please bring it to my attention. It is truly my intention to be open to concerns and to be a resource for addressing issues in a helpful way.

In addition, I am committed to any student with documented disabilities who may need accommodations, who has emergency medical information the instructor should know of, or who may need special arrangements for another reason. Any student who would like to make me aware of these or related situations should communicate with me as early as possible, no later than the first week of the term.

Finally, I take the issue of academic honesty very seriously. Plagiarism and other forms of cheating will result in serious repercussions. In this class you may be referring to other resources to get information, and if you use that information in a paper or assignment, it is important to acknowledge the original source. As your instructor, I encourage you to share ideas and work collaboratively, but the assignments you submit should ultimately be yours. Review the Student Conduct Code here:

[http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/student\\_conduct\\_code\\_1.pdf](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/student_conduct_code_1.pdf).

## **WEEKLY COURSE SCHEDULE**

Week 1 – Course Introduction to Career Decision Making Theories and Models

Due Saturday: Taking Stock Survey / Discussion Forum

Week 2 – Values

Due Saturday: Values Exercise / Discussion Forum

Week 3 – Strong Interest Inventory (Newly Revised Strong and Skills Confidence Inventory)

Due Saturday: Completing Strong Interest Inventory using Course Packet / My Holland Code / Discussion Forum

Week 4 – Myers Briggs Typology Indicator (MBTI)

Due Saturday: Completing Myers-Briggs Type Indicator using Course Packet / Best-Fit Type / Discussion Forum

Week 5 – Midterm Reflection

Due Saturday: Midterm Quiz and Reflective Paper

Week 6 – DISCOVER Your Options

Due Saturday: SIGI3 Activity and Informational Interview Proposal / Discussion Forum

Week 7 – Using Web Resources

Due Saturday: Web Research Activity / Discussion Forum

Week 8 – Academic/Career Resources

Due Saturday: Academic OR Career Research Activity (choice is yours) / Discussion Forum

Week 9 – Goal Setting

Due Saturday: Write 'em Down Goal Statement and Informational Interview Summary / Discussion Forum

Week 10 – Next Steps

Due Saturday: Where Are You Now? / Final Exam / Discussion Forum

**NOTE: Due Date for all work and the final exam is midnight Saturday of Week 10**

## Evaluation of Student Performance

### Grading:

Required Assignments (total points possible = 400):

Weekly Discussion Forum	100 points (10 points weekly, see rubric)
Taking Stock Survey	10 points
Exploring Values	10 points
Completing Strong Interest Inventory (SII)	5 points
My Holland Code	5 points
Completing Myers-Briggs Type Indicator (MBTI)	5 points
Best-Fit Type	5 points
Reflective Paper	50 points
Midterm Quiz	20 points
SIGI 3 Activity	20 points
Informational Interview Proposal	10 points
Web Research Activity	20 points
Academic or Career Research	20 points
Goal Statement	20 points
Informational Interview Summary	45 points
Where Are You Now? Survey	10 points
Final Exam	45 points

### Grading Scale:

373 – 400 A	332 – 347 B	292 – 307 C	252 – 267 D
360 – 372 A-	320 – 331 B-	280 – 291 C-	240 – 251 D-
348 – 359 B+	308 – 319 C+	268 – 279 D+	239 or less F

### Course site login information

Information on how to login to your course site can be found [HERE](#).

### Statement Regarding Students with Disabilities

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for

contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

## **Academic Integrity and Student Conduct (OSU policy)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the university's policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

[Statement of Expectations for Student Conduct](#)  
[Student Conduct and Community Standards - Offenses](#)  
[Policy On Disruptive Behavior](#)

## **Plagiarism**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

[Statement of Expectations for Student Conduct](#)  
[Avoiding Academic Dishonesty](#)

## **Turnitin Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to **Turnitin**, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against

Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click [HERE](#).

## **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## **[COURSE DEMO](#)**

## **[GETTING STARTED](#)**

## **Tutoring**

For information about possible tutoring for this course, please visit our Ecampus [NetTutor](#) page. Other resources include:

[Writing Center](#)

[Online Writing Lab](#)

## **Student Evaluation of Teaching**

The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

## **Refund Policy information**

Please see the [Ecampus website](#) for policy information on refunds and late fees.

