UNIVERSITY COLLEGE

General Baccalaureate Curriculum (GBC)

EXPLORING THE OHIO STATE UNIVERSITY'S UNDERGRADUATE ACADEMIC MAJORS AND BEGINNING YOUR CAREER SEARCH

University College 100.21

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and
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1998 Edition
Introduction:

Exploring The Ohio State University's Undergraduate Academic Majors and Beginning Your Career Search.

This workbook is for students enrolled in the course, University College Survey 100.21, in the General Baccalaureate Curriculum (GBC). The GBC advising area in University College is for those students who enter Ohio State as undecided or exploring students. In GBC, students will receive special advising help. The goal of GBC is to assist students as they conduct an orderly search to explore educational and career options before they select a major.

There will be seven classes that will be devoted to assisting you gather information about your interests, abilities, and values and relating these to possible Ohio State academic programs and potential careers. The Career Decision Making System (CDM, or the Harrington & O' Shea) will be used for the self-assessment component. This workbook provides information about OSU majors and presents the decision-making process you will use in the course and when you meet with your academic advisor. You will also find several of the assignments you will need to complete for the course in this workbook.
Advice to Freshman and Sophomores

Seems a little early in the game to be planning your job search? It’s later than you think. Graduation and job hunting are just a couple of years away. More importantly, much of the stuff that employers are looking for in job candidates—relevant experience for example—takes time to acquire. So, take steps right now to ensure that you enter the job market with every advantage. Here’s what employers say you should be doing right now to make yourself an appealing job candidate.

Gain work related experience. Participate in cooperative education programs, internships, or part-time or summer work relevant to your field of study. This experience could be crucial to your career. First of all, employers increasingly look for (and expect) job candidates to have this experience. In fact, employers responding to NACE’s job Outlook survey said that more than half (58.6 percent) of the entry-level college hires had co-op or internship experience. While this is true that manufacturing employers are most likely to look for this (manufactures said that nearly 70 percent of their new college hires had this experience), employers in the service industry also recognize its importance: More than half (51 percent) of the entry-level college graduate hires had internships or co-op experience. Second, participating in such programs could be the road to your first job; employers told NACE that nearly a quarter of their new hires came from their own co-op/internship programs. (This was particularly true of manufacturing employers, who plucked 27.4 percent of their new hires from among the ranks of their cooperative education programs.)

Get involved in campus organizations and/or extracurricular activities. Really involved. Don’t just add your name to club membership rosters—hold office, chair a committee, be active force, a leader, in the organization or activity. Employers look for candidates with leadership skills: one way they look for evidence of these skills is in campus group activities.

Keep your grades up. Its tough—especially when you are adjusting to the world of college—but maintaining good grades can pay off big time come graduation. You’ll be competing with lots of people for the job you want. Don’t misunderstand: good grades aren’t necessarily going to give you the edge over one of you competitors. These’s a very good chance, depending on what field you’ve decided to go into, that employers will expect all of their candidates to have good grades. Good grades can ensure that you have a chance at the job.

Acquire and develop computer skills. No matter what your career aspirations, there’s an excellent chance that you will need computer skills to perform your jobs. The reality is that this skill isn’t a “nice to have”—it’s a must in today’s increasingly technology-dependent workplace.

Course Schedule for Spring 1999

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>30</td>
<td>Introduction to Course/Public Safety</td>
<td>1</td>
<td>Why are you in College?</td>
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<td>6</td>
<td>OSU Resources</td>
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<td>Successful Students</td>
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<td>13</td>
<td>OSU Libraries</td>
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<td>Code of Student Conduct</td>
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<td>20</td>
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<td>OSU Majors</td>
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<tr>
<td>27</td>
<td>Academic/Career Exploration Session (ACES I)</td>
<td>29</td>
<td>Career Decision Making Inventory</td>
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<tr>
<td>4</td>
<td>ACES II</td>
<td>6</td>
<td>How to Decide</td>
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</tr>
<tr>
<td>11</td>
<td>ACES III</td>
<td>13</td>
<td>How to Decide</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>HIV Awareness</td>
<td>20</td>
<td>How to Decide</td>
<td></td>
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<tr>
<td>25</td>
<td>Racial Equality</td>
<td>27</td>
<td>Gender Roles</td>
<td></td>
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<tr>
<td>1</td>
<td>What is Next?</td>
<td>3</td>
<td>Life-long Learning</td>
<td></td>
</tr>
</tbody>
</table>
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- **Week Two:** Library One *(On Web, you'll need to print this form and hand it in.)*
- **Week Three:** E-mail Message and net.Tutor
- **Week Four:** Mid-Term and In Class Writing Assignment
- **Week Five:** Library Two *(On Web, you'll need to print this form and hand it in.)*
- **Week Seven:** Complete CDM *(Purchased at OSU Book Stores)*
- **Week Nine:** Information Summaries, Exploration Assignment and Final Project.
- **Week Ten:** Final Writing Assignment

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- Introduction to College Requirements
- Undergraduate Majors at Ohio State
- Exploratory Courses at Ohio State for Selected Majors
- Math and English Placement Levels
- Academic and Career Resources at Ohio State
- The Decision Making Process
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- Scoring your Decision Making Inventory: DMI
- Top Ten Transferable Skills
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## Assignments:
- Complete One of the following Exploration Assignments:
  - Option 1, Web Activity Exploring Majors and Careers
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## Information Session Summaries
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E-mail message to your advisor and Web Activity net.TUTOR

E-mail message to your advisor:

Consult your syllabus for your advisor's E-mail address. You'll need to send your advisor an E-mail message by the time identified in your syllabus. The message should include your name and recitation day. If it is an OSU E-mail account, it must be under your own name.

net.TUTOR:

For this assignment, complete the "Getting Started on the Web" lesson and one other lesson that you choose. An overview of available lessons is provided below. For a lesson to be considered complete, you must read the lesson screens and complete all quiz questions successfully (i.e., choose the correct answer for the question).

You can complete these lessons in a computer lab, a library, or at home if you have a computer with a modem and a connection to the campus network through HomeNet. (If you use another service, such as America Online, you may not be able to access all parts of some lessons and will need to use a computer on campus.) If you have not done so yet, you must go to a computer lab or use HomeNet to establish your campus computing account before you begin.

You do not need to complete the lessons in one setting. The net.TUTOR software asks for some brief registration information the first time you connect. Then, when you re-connect, the program remembers what you have done and puts you back into that lesson at your stopping point.

After completing each lesson for this assignment, be sure to check the box marked "Completed." A report listing lessons you finished along with your quiz scores will be supplied to your instructor.

Overview of net.TUTOR Lessons

**Basics**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started on the Web*</td>
<td>Covers basic Web browsing concepts and techniques.</td>
</tr>
<tr>
<td>E-Mail Basics</td>
<td>Learn to send and receive messages, manage mailboxes, and compose effectively.</td>
</tr>
<tr>
<td>What's in the Web For Me?</td>
<td>Introduces time-saving, useful and fun Web sites for OSU users.</td>
</tr>
</tbody>
</table>

**Using Net Tools**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the Most of Your Browser</td>
<td>Learn to customize the Web browser, print or save pages, use bookmarks effectively.</td>
</tr>
<tr>
<td>Advanced Mail Lists, News</td>
<td>Learn to locate and use mailing lists and newsgroups as information resources.</td>
</tr>
</tbody>
</table>
Searching

Searching 101
Learn basic techniques for searching online research databases, the library catalog and the Web.

Using Web Search Tools
The Web is huge and disorganized. Learn about key Web search tools and how to use them effectively.

Research Skills

Evaluation of Web Sites
Not all Web sites are useful for research. Learn techniques for judging their accuracy and value.

Smart Net Research Strategies
Learn to develop a research plan and to determine which resources will be useful for your particular project.

Citing Net Sources
Who owns the information on the Net, what can you use in research and how can you cite it in a paper?

Special Topics

Career & Employment Information
Tour the best sources for researching careers, including graduate study, and finding employment online.

News Sources
Learn where to look for breaking, recent and older news stories on the Net, online, and in the Libraries.

Using OSCAR
Learn and practice techniques for using OSCAR, the OSU Libraries’ catalog, to locate books and periodicals.

History Research
Using OSCAR, research databases and the Web to find sources and data for historical research projects.

How to connect:  http://gateway.lib.ohio-state.edu/tutor/

To begin, open the Web browser software (usually Netscape Navigator or Microsoft Internet Explorer), if it is not already running, and type the Web address for net.TUTOR (listed above) in the Location slot of the browser window. Then press the ENTER key to call up the net.TUTOR home page.

From the home page, choose the link to "net.TUTOR Lessons." On that page, select net.TUTOR Interactive version and register for the program.

Provide all the registration information required to be sure that your instructor knows you completed the assignment. The registration form asks for:

First and last name
E-mail address
Social Security Number
Course name and call number
Your UVC advisor's last name (eg. Smith)

After registering, you will see a page listing all lessons. Before you can choose any other lessons, you are required to complete a "How to Use net.TUTOR" lesson. This brief lesson introduces the program and will make it easier for you to use it without problems. Once you have completed this introductory lesson, you may then return to the page listing all lessons and choose others.
Introduction to College Requirements

The lists of courses below are intended only as exploratory information and a general introduction to freshmen and sophomore requirements.* For more detailed exploration, it is imperative that you contact your academic adviser or an adviser in one of the nineteen curricular programs in University College.

**AGR**
- (Check program sheets)
- Math 130 or 150
- Chem 101, 102 or Chem 121, 122
- Biology 101 or 113
- Agr Econ 200 (math Level N recommended) or Econ 200

**AHR**
- Anthropology 201 (preferred)
- Physics 111, 112
- Math 150 and 117
- Arch 200, 202
- Psych 100
- Soc 101 (preferred)
- Polit Sci 145
- History 111, 112 or 151, 152
- Art 170 or 172 (preferred)
- Hist Art 210 (or 211, 212, 213)

**ASC**
- See GEC sheets for B.A. or B.S.
- See 80 majors & minors list

**BUS**
- Math 130, 131, 132
- Statistics 133
- Econ 200, 201 (was 400)
- Accounting 211, 212
- CIS 200

**DHV**
- Biology 101 or 113
- Chem 101, 102
- Psych 100
- Geog. 200
- Anatomy 199
- Math/CIS/Logic course

**EDU**
- (See major sheets.)

**ENG**
- Math through 153
- Physics through 133
- Chem 121, 125
- Eng Graphics 166, 167

**HFC**
- (Check dept. option sheets)
- Biology 101 (in most majors)
- Chem 101, 102 (or 121, 122)
- Psych 100
- Soc 101
- Econ 200
- Polit Sci 101 or 245
- Math 131 or 148 or 150 (see major)

*(Check for new options for 3rd Writing Course.)*

**JUR**

*Journalism:
- Journalism 101 (C- or better)
- Economics 200
- English 110 or 110L
- History 151 & 152
- Political Science 101 (or higher level American Political Science course.)*

*Communications:
- Communications 140 & 200
- 3 External Gateway courses one of each 1) Linguistics course, 2) Statistics, and 3) Textual analysis course: See list on CAP sheet
- A grade of C or better in each of these courses and a 2.00 gpa overall

**MUS**
- By audition only

**NRE**
- Chem 121
- Math 150, 151
- Biology 113
- Ag Econ 200 (math Level N recommended) or Econ 200
- NRE 100 (to explore area)

**NUR**
- Chem 101, 102 or 121, 122
- Psych 100
- Soc 101
- Biology 101
- Anatomy 199

**PHR**
- (Check for differences between B.S. in Pharmacy and B.S. in Pharmactetical Science)
- Chem 121, 122, 123
- Biology 113
- Math 150, 151, 152

**SWK**
- Psych 100
- Soc 101
- Polit Sci 100 or 101 or 165 or 210 or 245
- Philos 101 or 130
- Biology 101, 102
- Completion of Natural Sciences and Math requirement
- SWK 230

**DEN, MED, OPT, VME**
- Biology 113 & 114
- Chem 121, 122, 123
- Physics 111, 112, (and 113 for most)
- Micro 509 - OPT only
- (Additional courses are needed for all these areas.)

*ENGLISH 110 OR 111 REQUIRED BY ALL*

**USE COLLEGE BULLETINS!**

10/98
UNDERGRADUATE MINORS AT OHIO STATE

COLLEGE OF FOOD, AGRICULTURAL & ENVIRONMENTAL SCIENCES (AGR)
Bachelor of Science in Agriculture:
* Agribusiness & Applied Economics
* Agricultural Communications
* Agricultural Education
* Agricultural Engineering
* Agricultural and Construction Systems Management
  Animal Sciences
  Crop Science
  Food Business Management
* Landscape Horticulture
  Turfgrass Science
  Plant Health Management
Bachelor of Science in Food Science
Bachelor of Science in Nutrition
(* minors available)

OTHER MINORS:
Avian Biology
Crop Science
Entomology
Equine Science
Farm Management
International Economic and Social Development
Life Sciences
Natural Resources Management
Plant Health Protection
Plant Improvement
Plant Pathology
Production Agriculture
Soil Resources
Turfgrass Management

SCHOOL OF ARCHITECTURE (AHR)
Architecture
Landscape Architecture

SCHOOL OF ALLIED MEDICAL PROFESSIONS (AMP)
Circulation Technology
Health Information Management & Systems
Medical Dietetics
Medical Technology
Occupational Therapy
Physical Therapy
Radiologic Technology
Respiratory Therapy

COLLEGES OF ARTS AND SCIENCES (ASC)
College of the Biological Sciences
  # Biochemistry
  # Biology
  # Entomology
  # Molecular Genetics
  # Microbiology
  # Plant Biology
  # Zoology

College of the Humanities
* African-American & African Studies
  Ancient History and Classics
* Arabic
  Art
  Chinese
  Classics
  * Comparative Studies
  English
  French
  German
  Greek, Modern
  Hebrew
  History
  Islamic Studies
  Italian
  Japanese
  * Jewish Studies
  Linguistics
  Medieval and Renaissance Studies
  Music
  Philosophy
  * Portuguese
  Slavic Languages and Literature
  Spanish
  Women's Studies

College of Mathematical & Physical Sciences
  # Actuarial Science
  # Astronomy
  # Computer and Information Science
  # Chemistry
  # Geology and Mineralogy
  # Mapping & Land Information Science
  # Mathematics
  # Physics
  # Physiological Optics

College of Social & Behavioral Sciences
* Anthropology
* Aviation
* Criminology and Criminal Justice
* Economics
* Geography
* International Studies
* Political Science
* Psychology
  Sociology
  Speech & Hearing Science

School of Journalism & Communications (JUR)
(B.A. Program Only)
Communications
News-Editorial
Public Relations
Broadcast Journalism
ASC Codes:
# (offers B.A. and B.S.)
* (minors available)

PERSONALIZED STUDY PROGRAM (PSP)
(INITIATED BY STUDENT, APPROVED BY COLLEGE)

OTHER MINORS:
American Studies
City & Regional Planning
Classical Greek
Consumer Affairs
Cognitive Sciences
East Asian Languages & Literature
Exercise Science
Family Relations & Human Development
Folklore
International Economics & Social Development
  Human Nutrition
  Hospitality Management
  Jewish Studies
  Latin
  Modern Greek
  Natural Resources Management
  Persian
  Romanian
  Russian
  Scandinavian
  Statistics
  Surveying & Mapping
  Textiles & Clothing
  Turkish
  Yiddish

College of Arts (ART)
Art (B.F.A.)
Art and Technology
Drawing-Painting
Sculpture
Ceramic Art
Glass Art
General Fine Arts
Photography
Printmaking

Dance (B.F.A.)
Dance:
(a) Education
(b) Performance
History of Art (B.A.)
African Concentration
Asian Concentration
Western Concentration

Industrial, Interior & Visual Communication Design

Industrial Design
Interior Space Design
Visual Communication Design

Bachelor of Music
Composition
Jazz Studies:
(a) Composition
(b) Performance
Music Education
Music History
Orchestral Instrument
Piano
Theory
Voice

Art Education (B.A.E.)
Teacher Preparation (K-12)

Alternative Studies Areas:
(a) Pre-Arts Administration
(b) Museum Education
(c) Liberal Studies in Art Education

Theater B.A.
Theater

COLLEGE OF BUSINESS (BUS)

Accounting
Aviation Management
Economics
Finance
Human Resources
Information Systems
Risk Management & Insurance
International Business
Marketing
Productions and Operations
Management
Real Estate and Urban Analysis
Transportation and Logistics
Special Majors (Initiated by student, approved by College)

COLLEGE OF DENTISTRY (DEN)

Dentistry
Dental Hygiene

COLLEGE OF EDUCATION (EDU)

Certification:
Music Education
Non-Certification:
Exercise Science
Sports and Leisure Studies
Technical Education & Training
Technology Education

Pre-Certification:
Special Education
Sports and Leisure Studies
Technical Education and Training
Technology Education

COLLEGE OF ENGINEERING (ENG)

Aeronautical & Astronautical Engineering
Aviation
Chemical Engineering
Civil Engineering/Environmental Engineering
Computer Science and Engineering
Electrical and Computer Engineering

(a) Computer Engineering
(b) Electrical Engineering
Engineering Physics

(a) Food Engineering
(b) General
(c) Pre-Vet Option
Geomatics Engineering

Industrial & Systems Engineering:
(a) Engineering Management
(b) Human Factors
(c) Manufacturing Systems
(d) Operations Research

Materials Science Engineering
(a) Ceramics
(b) General Materials Science
(c) Metallurgy

Mechanical Engineering
Welding Engineering

COLLEGE OF HUMAN ECOLOGY (HEC)

Family Relations & Human Development
Early Childhood Development & Education
Family Studies

Textiles & Clothing Major
Product Development & Evaluation
Fashion and Interiors Merchandising

Family Resources Management
Consumer Affairs
Family Financial Management

Human Nutrition and Food Management
General Dietetics
Hospitality Management
Nutrition - Bachelor of Science

COLLEGE OF LAW (LAW)

Pre-Law students are advised to adopt some areas of emphasis based on their interests.

COLLEGE OF MEDICINE (MED)

Medical candidates are generally expected to complete their baccalaureate degree prior to entry into medicine; three year candidates who show unusual promise are also considered. See the College of Medicine Bulletin for further information.

SCHOOL OF NATURAL RESOURCES (NRE)

Environmental Communication, Education, and Interpretation
Environmental Science
Fisheries Management
Forestry
Parks, Recreation, and Tourism Administration
Soil Science
Sustainable Resource Management
Urban Forestry
Wildlife Management

COLLEGE OF NURSING (NUR)

Nursing

COLLEGE OF OPTOMETRY (OPT)

Optometry

COLLEGE OF PHARMACY (PHR)

B.S. Pharmacy
B.S. Pharmaceutical Sciences
(post B.S.: Doctor of Pharmacy-Pharm. D.)

COLLEGE OF SOCIAL WORK (SWK)

Social Work

COLLEGE OF VETERINARY MEDICINE (VMF)

Veterinary Medicine
### Exploratory Courses at Ohio State for Selected Majors

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<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
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<tbody>
<tr>
<td>Agricultural Communications 200</td>
<td>200</td>
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<tr>
<td>Animal Science 202</td>
<td>202</td>
</tr>
<tr>
<td>Architecture 200, 201, 202</td>
<td></td>
</tr>
<tr>
<td>Art 162</td>
<td></td>
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<tr>
<td>Art Education 225</td>
<td>225</td>
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<tr>
<td>Aviation 300</td>
<td>300</td>
</tr>
<tr>
<td>Black Studies 101, 130, 154, 161, 180</td>
<td></td>
</tr>
<tr>
<td>Communication 105, 110, 140</td>
<td></td>
</tr>
<tr>
<td>Computer &amp; Info. Science 100</td>
<td>100</td>
</tr>
<tr>
<td>Dairy Science 202</td>
<td>202</td>
</tr>
<tr>
<td>Dance 201</td>
<td>201</td>
</tr>
<tr>
<td>Edu: PAES: 289.01, 289.47 &amp; 271</td>
<td></td>
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<tr>
<td>(Freshman Field Experience)</td>
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<tr>
<td>Edu. T&amp;L 120 (Indust. Tech.)</td>
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<tr>
<td>Engineering Graphics 121</td>
<td>121</td>
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<tr>
<td>Entomology 100</td>
<td>100</td>
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<tr>
<td>Family Resource Management 260</td>
<td>260</td>
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<tr>
<td>Food Science &amp; Technology 170, 201</td>
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<tr>
<td>Horticulture 150, 154</td>
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<tr>
<td>Edu: PAES (Health Education) 102, 103, 122</td>
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<tr>
<td>Edu: PAES (Physical Education) 208</td>
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<tr>
<td>Edu: PAES (Exercise Science) 209</td>
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<tr>
<td>Edu: PAES (Recreation Education) 210</td>
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<td>Industrial Design 160, 199</td>
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<td>Journalism 101</td>
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<td>Landscape Architecture 151, 200</td>
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<tr>
<td>Medical Dietetics 201</td>
<td>201</td>
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<td>Medical Technology 301</td>
<td>301</td>
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<tr>
<td>Music 101, 102, 110</td>
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<tr>
<td>National Security Policy Study 200</td>
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<tr>
<td>Natural Resources 100</td>
<td>100</td>
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<tr>
<td>Pharmacy 200</td>
<td>200</td>
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<tr>
<td>Plant Pathology 201</td>
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<td>Social Work 230</td>
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<td>Sociology 209, 210</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Hearing Science 230</td>
<td>230</td>
</tr>
<tr>
<td>Textiles &amp; Clothing 270</td>
<td>270</td>
</tr>
</tbody>
</table>

Any Edu: PAES activity course could serve as an exploration course to the sports/leisure field.

**LANGUAGES:** Arabic, Bulgarian, Chinese, Czech, French, German, Greek-Modern & Ancient, Hausa, Hebrew, Hungarian, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Romanian, Russian, Serbo-Croatian, Spanish, Swahili, Swedish, Turkish, Ukrainian, Yiddish, Yoruba, Zulu - If not new to language, level based on test placement.
Math and English Placement Levels

There are a variety of math sequences at Ohio State. The courses or sequence you select will depend on your math level and your ideas about majors. Your adviser will help you choose a math course if you decide to take one next quarter. Use the chart to identify the math course that fulfills the requirement for your major ideas and math level. Your adviser will explain how to schedule math if you are considering majors in more than one of the areas below.

<table>
<thead>
<tr>
<th>If you are interested in these majors:</th>
<th>Math Level</th>
<th>Science majors, e.g. chemistry, zoology, pre-med, engineering, computer science</th>
<th>Business Majors</th>
<th>Many other majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>and your math level is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>151</td>
<td></td>
<td>131</td>
<td>117</td>
</tr>
<tr>
<td>M</td>
<td>150</td>
<td></td>
<td>130</td>
<td>116</td>
</tr>
<tr>
<td>Select the math course where the math level and track intersect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>148 or 140</td>
<td></td>
<td>130</td>
<td>116</td>
</tr>
<tr>
<td>R</td>
<td>104</td>
<td></td>
<td>104</td>
<td>116</td>
</tr>
<tr>
<td>S</td>
<td>104 @ 103</td>
<td></td>
<td>104 @ 103</td>
<td>075</td>
</tr>
<tr>
<td>T</td>
<td>050</td>
<td></td>
<td>050</td>
<td>050</td>
</tr>
</tbody>
</table>

If totally undecided, choose the most rigorous for which you are eligible.

Math Sequences: 050 - 075 - 116 - 117
050 - 104 (103) - 130 - 131 - 132
050 - 104 (103) - 148 - 150 - 151 - 152

All students are required to have credit for English 110 or 111 to graduate. The English course you take will depend on your placement level.

<table>
<thead>
<tr>
<th>English Placement Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English H167 (optional (Exam credit for 110)</td>
</tr>
<tr>
<td>2</td>
<td>English H167 (optional (Exam credit for 110)</td>
</tr>
<tr>
<td>3</td>
<td>English 110/111 (Honors Recommended)</td>
</tr>
<tr>
<td>4</td>
<td>English 110/111</td>
</tr>
<tr>
<td>5</td>
<td>English 110W &amp; 193</td>
</tr>
<tr>
<td>6</td>
<td>English 109.01 followed by 109.02, then either 110 or 111</td>
</tr>
<tr>
<td>7</td>
<td>ET required to determine place (3-6)</td>
</tr>
</tbody>
</table>

English 111 will become 110L as of WI-99
Academic and Career Resources at Ohio State

During and as a follow-up to this course you may use the resources listed below to expand and refine your knowledge of academic programs and career fields. These resources will help you with the decision-making process. Check those you intend to use this quarter and next quarter.

___ Your University College Advisor

___ DISCOVER and SIGI PLUS: These are computerized career exploration programs that can help you assess your personal strengths and provide current occupational information. See your University College advisor for a referral to a briefing you should attend before using these systems that are located in room 207 Ernston Hall.

___ Career Planning Courses: ED: PAES 270.01 is a general career planning course. Its focus is to help students discover the relationship between their interests and possible careers; ED: PAES 270.02 is a course designed to help students with 60+ earned hours focus on the academic and career decision-making process.

___ Partners in Education (PIE): A listing of OSU alumni in over 100 occupations who have volunteered to discuss their career fields with OSU students. See your University College advisor for the listing of participating OSU alumni, or visit the PIE Web site in Exploring OSU Majors and Careers.

___ Senior Bank: A listing of OSU seniors who are interested in talking to other OSU students about their majors and how they chose them. See your University College advisor for the listing of participating OSU seniors, or visit the Senior Bank Web site in Exploring OSU Majors and Careers.

___ Career Service Offices: Most OSU Colleges have a career service office. You will find help here with the job search process, resume and interview workshops, signing-up to meet on campus recruiters, job and career information, and information about Internships and Cooperative Education experiences. Many of these career service offices have their own Web pages and can be found through Exploring OSU Majors and Careers.

___ College Counselors: See your University College advisor for name of academic advisor or counselors found in the degree units for general or specific information about programs.

___ Faculty: If you are taking a GEC course you really enjoy, why not ask the faculty member more about the field of study. It could be a potential major. See you University College advisor for the name of other faculty in specific academic areas.

___ Other University College Advisors: Ask your advisor for the names of other University College advisors who can help answer your questions about different majors and career related issues. Remember University College has advisors who work with all pre-major areas at Ohio State.

___ Many of these resources are listed on the Major and Career Exploration Web site:

http://www.uvc.ohio-state.edu/capsheets/tmcefc.html
The Decision Making Process

The decision making process is used every time you are faced with a situation that offers more than one solution. The steps listed below are a systematic approach to making any decision.

1. Define the problem
   - State the real problem, not the surface one
   - State the problem in specific terms
   - State the problem as a question

2. State your goals clearly

3. Collect Information
   - What kind do you need?
   - Where can you obtain it?
   - Is it relevant to the problem?

4. List Alternative Solutions
   - Which are the safe ones?
   - Which require risk?
   - What are outcomes to each solution?

5. Choose one Alternative
   - Check back to Step 2 to see if this choice is consistent with your goals as stated.
   - Repeat this step with all the alternatives you are considering

6. Take Action on your Choice
   - How can you implement your choice?
   - What actions can you take now?
   - What actions can you take later?

7. Review your choice periodically
# CDM's Career Clusters Related to OSU Academic Programs

<table>
<thead>
<tr>
<th>CAREER CLUSTERS*</th>
<th>EXAMPLES OF OSU MAJORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skilled Crafts</td>
<td>None; Technical Schools required or Apprentice on the job training.</td>
</tr>
<tr>
<td>2. Technical</td>
<td>Aviation, Aeronautical &amp; Astronautical Engineering, Industrial Technology, Medical Technology</td>
</tr>
<tr>
<td>3. Legal Work</td>
<td>Criminology; all majors can lead to pre-law</td>
</tr>
<tr>
<td>4. Manual Work</td>
<td>None; Apprentice on the job training.</td>
</tr>
<tr>
<td>5. Math-Science</td>
<td>all School of Architecture majors, all College of Business majors, all College Biological Science majors, all College Engineering majors, all College of Math &amp; Physical Science majors, all School of Natural Resources majors, most health related majors, most College of Food Agricultural and Environmental Sciences majors, Computer and Information Science, Geography, Human Nutrition, Product Development &amp; Evaluation</td>
</tr>
<tr>
<td>7. Art Work</td>
<td>all College of the Arts and School of Music majors, Horticulture, Fashion Design</td>
</tr>
<tr>
<td>8. Literary Work</td>
<td>all School of Journalism majors, English, Foreign Languages, found in the College of the Humanities, Theatre, Communications, most other Colleges of the Social &amp; Behavior Sciences majors, and all Humanities majors.</td>
</tr>
<tr>
<td>9. Music Work</td>
<td>all Music majors, Dance, Theatre</td>
</tr>
<tr>
<td>10. Management</td>
<td>all Business majors, most College of Food, Agricultural &amp; Environmental Sciences, Dietetics, Hospitality Management, Engineering, Hospital Administration, Medical Records Administration, Parks &amp; Recreation Administration, Fashion and Interior Merchandising, Communications, International Studies, most other Arts &amp; Sciences majors with supplemented with elective hours in business related courses.</td>
</tr>
<tr>
<td>11. Clerical Work</td>
<td>None; Technical Schools required or Apprentice on the job training.</td>
</tr>
<tr>
<td>12. Medical-Dental</td>
<td>Pre-Med, Pre-Dentistry, Pre-Vet, Optometry, Pharmacy, Nursing, Dental Hygiene, Speech &amp; Hearing Science, Circulation Technology, Medical Technology</td>
</tr>
<tr>
<td>13. Personal Service</td>
<td>all Education majors, Recreation, Child Development, Agriculture (county extension agent)</td>
</tr>
<tr>
<td>14. Sales Work</td>
<td>Fashion Merchandising, all Business majors, many Arts &amp; Sciences majors</td>
</tr>
<tr>
<td>15. Entertainment</td>
<td>Theatre, Communications, Public Relations</td>
</tr>
<tr>
<td>16. Customer Services</td>
<td>None; Technical School required or Apprentice or on-the-job training</td>
</tr>
<tr>
<td>18. Education Work</td>
<td>all Education majors, Early Childhood Development and Education, Library Science, any major leading to college teaching, college student personnel work, educational administration work (graduate degree required for last three)</td>
</tr>
</tbody>
</table>

*From the Harrington-O'Shea Career Decision-Making System*
<table>
<thead>
<tr>
<th>Ability</th>
<th>OSU Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTISTIC*</td>
<td>Architecture, Landscape Architecture, Drawing, Painting, Sculpture, Ceramic Art, Glass Art, General Fine Arts, Theater, Photography, Dance, History of Art, Art Education, Industrial Design, Fashion Merchandising, Clothing, Textiles, Medical Communication, Drama/Theater, many areas of Education</td>
</tr>
<tr>
<td>MECHANICAL (MANUAL DEXTERITY, SPATIAL)</td>
<td>Architecture, Landscape Architecture, Engineering, Industrial Technology Education, Trade &amp; Industrial Technology, Agricultural Mechanization and Systems</td>
</tr>
<tr>
<td>MUSICAL*</td>
<td>Church Music, Jazz Studies, Music History, Music Theater, Orchestral Instrument, Organ, Piano, Theory and Composition, Voice</td>
</tr>
</tbody>
</table>

*Many Arts and Sciences majors in the Social Sciences and Humanities fit these categories
# Most areas for teaching at OSU, require completion of a M.Ed. program for certification.
Scoring your Decision Making Inventory: DMI

1. Place the number of points above each circle as shown below:

   NEVER O O O O O O ALWAYS

   1 2 3 5 6 7

2. Sum the points of each question, for the four categories listed below:

<table>
<thead>
<tr>
<th>Spontaneous</th>
<th>Systematic</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions-Points</td>
<td>Questions-Points</td>
<td>Questions-Points</td>
<td>Questions-Points</td>
</tr>
<tr>
<td>2.</td>
<td>14.</td>
<td>6.</td>
<td>3.</td>
</tr>
<tr>
<td>5.</td>
<td>18.</td>
<td>15.</td>
<td>4.</td>
</tr>
<tr>
<td>7.</td>
<td>20.</td>
<td>17.</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Final Score:</td>
<td>Final Score:</td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>Final Score:</td>
<td>Final Score:</td>
</tr>
<tr>
<td>total pts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiply by .6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For your Spontaneous score only, multiply by .6 to calculate your Final Score.

The category with the greatest point total between Spontaneous or Systematic is: __________

The category with the greatest point total between Internal or External is: __________
Top Ten Transferable Skills

Skills sell in the job marketplace and a liberal arts education or a curriculum that includes strong general education coursework provides you with the opportunity to develop most of these valuable abilities. Internships, summer jobs, campus activities, and volunteer work can provide additional scenarios in which to test and strengthen transferable skills during college. As a result, people who have developed solid skills in areas listed below are more likely to become leaders in their employing organizations, will probably enjoy more job satisfaction, and may be more likely to be promoted or to perhaps develop their own successful business opportunities.

The “Top Ten Transferable Skills” are:

Writing: You can put a sentence together that can be read and understood without a dictionary or grammatical interpreter.

Speaking: You can stand in front of a group and say something intelligent and of interest without quivering or losing your composure.

Analytical Thinking: You have the ability to look at a problem which has no obvious answers and develop possible solutions, even though you know your information is incomplete and will be criticized by others.

Researching: You are willing to get your fingers dirty in data, by unearthing information that is needed by others you are unwilling or unable to do the digging themselves.

Valuing: You have the ability to sense the effects that your work may have upon others, and apply right-and wrong, good-or-bad, do-or-do not to the possibilities.

Organizing: You can bring some order out of chaos; be it of bodies, resources, tasks, problems, information, or timetables.

Quantitative Reasoning: This is otherwise known as not being afraid of numbers. You can face mathematical concepts and statistical data without flinching and apply them in problem solving.

Scientific Process: You have the ability to apply scientific principles or at least talk with and understand people who communicate in this language.

Languages: You can speak or read other languages, and you are sensitive to cultural and historical differences, and why people may not see things the same way you do.

Interpersonal: You have the ability to relate warmly, effectively, and consistently with a wide range of people, even when they confuse and irritate you.

Option 1: Web Activity Exploring Majors and Careers

What is the Exploring Majors and Careers Web site?

This site was designed for GBC and ALT students in University College and is structured to guide you through the academic and career exploration process. The site is divide into five sections: Introduction, Self-Assessment, Educational Resources, Career and Occupational Resources, and Decision Making. Each of these sections contain a description as to why these are important steps in the overall process of exploration, as well as providing connections to Web resources located from on campus to elsewhere on the Internet.

1. How to connect to Exploring Majors and Career:

http://www.uvc.ohio-state.edu/capsheets/tmcefc.html

To begin, open the Web browser software (usually Netscape Navigator or Microsoft Internet Explorer) and type the Web address for Exploring OSU Majors and Careers, listed above, in the Location or URL slot of the browser window, then press ENTER. This will call up the Exploring OSU Majors and Careers home page. From the home page, choose the link to “Exploring OSU Majors and Careers Table of Contents.”

2. To receive full credit for this assignment, you must print and turn in any one of the following three and respond in writing to the questions listed below.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire and print information from the Web site: The Ohio State Undergraduate Majors by Colleges and Schools about two OSU undergraduate majors from both the Admissions and from University Bulletins links.</td>
<td>Found on the Table of Contents, under Educational Resources and Major Exploration. Use either: Admissions (white dots) University Bulletins (blue dots)</td>
</tr>
<tr>
<td>2. Acquire and print information from the Web site of any two departments of majors you are interested in exploring from The Ohio State University Undergraduate Majors by Interest Categories from the Harrington-O'Shea, Career Decision Making Inventory (CDM).</td>
<td>Found on the Table of Contents, under Self-Assessment.</td>
</tr>
<tr>
<td>3. Acquire two homepages of career resources found under Transition: College to Career</td>
<td>Found on the Table of Contents, under Career and Occupational Resources</td>
</tr>
</tbody>
</table>
Procedures for Option 1:

Step 1:

Include the printed copies (no photostated copies) of the Web pages you selected from the chart from the previous page. Only include the Web pages representing one of the three options you selected.

Step 2:

Answer the following questions in light of the information you acquired from the Web. This assignment should be typed and be two to three pages in length.

1. How are the two majors or the career information you have selected related to your interests, abilities and values. Use your CDM results as a point of reference.

2. What new information did you acquire through the Web that excites you?

3. What new information did you acquire through the Web that might concern you?

4. Did you review any other Web resource to complete this assignment? What were they? (Identify them by writing down their URL address)

5. Did these Web resource help you? How?

Step 3:

Staple the Web pages you printed to the back page of your written responses. Be sure you name, recitation day, and advisor’s name is on a cover sheet. This assignment should be turned in on the date identified in your syllabus.
Option 2: Alternative Paper Assignment - Where Do I Go From Here?

Name: ___________________________ Recitation Day: ___________________________

During the preceding classes, you gathered information about yourself, occupations and OSU majors. Now is an excellent time to take stock of where you are in the major-exploration process.

IMPORTANT: The intent of the exploration process in this course is not to force you to make a decision about a major now. Rather, it has been to provide you with opportunity to gather information and thoughtfully consider it as it applies to your choice of an academic major and general career direction. Most students in GBC will continue to work with their advisor after this quarter. On the other hand, some students have already made a decision about their future plans. Whatever description best describes you, answer the question below from where you are now in the exploration process.

1. How decided are you about a major? Place an “X” on the line below to indicate this.

<table>
<thead>
<tr>
<th>Very Undecided</th>
<th>Somewhat Undecided</th>
<th>Somewhat Decided</th>
<th>Very Decided</th>
</tr>
</thead>
</table>

2. How do you feel about choosing a major at this point? Check all the adjectives below that describe you:

- ___ related
- ___ anxious
- ___ puzzled
- ___ optimistic
- ___ confident
- ___ challenged
- ___ relaxed
- ___ hesitant
- ___ other:
- ___ desperate
- ___ enthusiastic
- ___ other:
- ___ pessimistic
- ___ involved
- ___ other:

3. Write (type) on a separate sheet, a three-page, double spaced paper, your thoughts on the following questions.

a. Describe how decided you are about a major? Describe why you placed an “X” on the line in the location above under question one.

b. Why did you select certain words to describe where you are in the decision-making process? What do these adjectives indicate to you?

c. What majors or alternatives are you considering and why are you contemplating them (e.g., your CDM results suggested this major can help you prepare for a career that might meet you values of salary and security)? Be specific. If you checked “decided” above, what alternative majors would you choose if your first choice is not attainable?

d. How do you make decisions (e.g., systematically, spontaneously)? Describe how you will approach deciding on a major based on your DMI style.

ej. What specific action steps will you take next quarter to further explore your future plans? Refer to Academie and Career Resources at Ohio State in this workbook for a list of possible action steps.

Attach this page to your paper when you hand it into your academic advisor.
Name: ________________________________   Session One

ACADEMIC AND CAREER INFORMATION SESSIONS

Summarize the information you learned from the first session you attended

1. Majors discussed of interest to you: ____________________________________________

Name of presenter: ____________________  Title: ________________________________

Office location: ________________________  Phone: _____________________________

2. Degree unit where this/these major(s) are located:

3. Are there specific courses required for entry to this/these major(s)? If yes, which ones?

4. Many colleges have additional specific requirements beyond course work to transfer from UVC to that Degree Unit or to enter a specific major. What are these additional transfer requirements for this Degree Unit or the specific major(s) of interest to you? (i.e. GPA, portfolio, etc.)

5. What career opportunities are available to individuals selecting this area?

6. Other important information about this/these major(s):

7. Does this college or major have Web page? What is its URL?
Name: ____________________________  Session Two

ACADEMIC AND CAREER INFORMATION SESSIONS

Summarize the information you learned from the second session you attended

1. Majors discussed of interest to you: ____________________________

Name of presenter: ____________________________  Title: ____________________________

Office location: ____________________________  Phone: ____________________________

2. Degree Unit where this/these major(s) are located:

3. Are there specific courses required for entry to this/these major(s)? If yes, which ones?

4. Many colleges have additional specific requirements beyond course work to transfer from UVC to that Degree Unit or to enter a specific major. What are these additional transfer requirements for this Degree Unit or the specific major(s) of interest to you? (i.e. GPA, portfolio, etc.)

5. What career opportunities are available to individuals selecting this area?

6. Other important information about this/these major(s):

7. Does this college or major have Web page? What is its URL?
ACADEMIC AND CAREER INFORMATION SESSIONS

Summarize the information you learned from the third session you attended

1. Majors discussed of interest to you: __________________________________________

Name of presenter: ____________________ Title: ____________________

Office location: ____________________ Phone: ____________________

2. Degree Unit where this/these major(s) are located:

3. Are there specific courses required for entry to this/these major(s)? If yes, which ones?

4. Many colleges have additional specific requirements beyond course work to transfer from UVC to that Degree Unit or to enter a specific major. What are these additional transfer requirements for this Degree Unit or the specific major(s) of interest to you? (i.e. GPA, portfolio, etc.)

5. What career opportunities are available to individuals selecting this area?

6. Other important information about this/these major(s):

7. Does this college or major have Web page? What is its URL?
GBC Survey Summary Sheet and Final Project

Name: ___________________________  Instructor: ______________

"R" Day: ______________  Date: ______________________

Please complete the following items by transcribing the information you have recorded elsewhere in various sources on to this sheet and by responding to some specific questions listed below.

A. INFORMATION

1. Please list the OSU major CAP sheets you have reviewed with your adviser.

   ________________  ________________, and ________________.

2. How many quarters, beyond this current one, have you planned your course work? ____ Quarters

3. Which three GBC Information Sessions did you attend?

   ________________  ________________, and ________________.

4. Please record a summary of your CDM results:

<table>
<thead>
<tr>
<th>Job Values</th>
<th>Abilities</th>
<th>Career Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________</td>
<td>1. _________</td>
<td>1. _________</td>
</tr>
<tr>
<td>2. _________</td>
<td>2. _________</td>
<td>2. _________</td>
</tr>
<tr>
<td>3. _________</td>
<td>3. _________</td>
<td>3. _________</td>
</tr>
<tr>
<td>4. _________</td>
<td>4. _________</td>
<td></td>
</tr>
</tbody>
</table>

   Interest Scale Scores
   Crafts ____  Scientific ____  The Arts ____  
   Social ____  Business ____  Office Operations ____

   Subject Choices:  1. ________________  2. ________________

   Stated Job Choices  1. ________________  2. ________________
Future Plans: ______________________________

5. What is your DMI style? Please circle one type on other side. (This question is optional and depends on if your instructor requests a response.)

   internal/systematic       internal/spontaneous
   external/systematic       external/spontaneous

6. Please put a check-mark next to the career resources you have used to date.

   ____ Discover or Sigi Plus  ____ College Placement Offices  ____ Partners in Education
   ____ Senior Bank
   ____ Faculty: who: ____________________________
   ____ Other UVC: adviser who: ___________________
   ____ Exploratory Course for a specific major: which one: ____________________________
   ____ Internet: Exploring OSU Majors and Careers

B. ACTION STEPS

1. At what stage of the decision making process are you?

   ____ Gathering information
   ____ Analyzing what I have learned
   ____ Making tentative decisions
   ____ Taking action (e.g. CAP changing, transferring to degree unit, or Co-oping...)
   ____ Confirming your decision

2. What do you need to do next?
3. How decided are you about a major? Place an "X" on the line below to indicate this.

<table>
<thead>
<tr>
<th>very decided</th>
<th>somewhat decided</th>
<th>somewhat decided</th>
<th>very decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>undecided</td>
<td>undecided</td>
<td>decided</td>
<td>decided</td>
</tr>
</tbody>
</table>

4. How do you feel about the decision making process so far?

5. What is your time line for deciding? Please consider: when will you CAP change, when will you apply to your college, and when is you desired date of graduation?
GBC Survey Summary Sheet and Final Project

Name: ____________________________

Proposed Schedule for the next two quarters:

Major you are considering:

<table>
<thead>
<tr>
<th>Majors:</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES REQUIRED FOR SPECIFIC MAJOR OR AREA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Quarter</th>
<th>Quarter _______</th>
<th>Quarter _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES:</td>
<td>COURSES:</td>
<td>COURSES:</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
GBC Survey Summary Sheet and Final Project:

Force Field Analysis

Force field Analysis is an exercise to help you weigh positive and negative factors involved in any decision. With this exercise, you will apply this decision making approach to one major and one career option you are currently considering.

**Major:**

<table>
<thead>
<tr>
<th>Forces For First Choice of Major</th>
<th>Forces Against First Choice of Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>List:</td>
<td>List:</td>
</tr>
</tbody>
</table>

**Career:**

<table>
<thead>
<tr>
<th>Forces For First Choice of Career</th>
<th>Forces Against First Choice of Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>List:</td>
<td>List:</td>
</tr>
</tbody>
</table>

**Other Majors you are considering:**

1. 
2. 
3. 

**Other Careers you are considering:**

1. 
2. 
3.
For the final writing assignment, you will write on one of the following six questions. Your answer must address all of the items under each question.

1. The Burtchaeli reading entitled "Major Decisions" discusses how students choose a major.
   a. Why is it difficult for many people to choose a major?
   b. How is education different from training?
   c. Does he think you should choose a major before choosing a career or vice-versa? Do you agree with him? Why?

2. Kenneth B. Clark discusses psychic (as opposed to physical) violence in his article "Unfinished Business: The Toll of Psychic Violence":
   a. Using examples from "When Hate Hits Home" (by Harris Levinson and David Struss) and/or "Getting to Know About You and Me" (by Chana Schoenberger), define what Clark means by psychic violence.
   b. According to Clark, what is lacking in education today?
   c. How does Clark believe education change to deal with the problem of psychic violence?

   a. Discuss some of the ways women's roles have changed in the workplace?
   b. How have these changes affected men?
   c. According to Berne, what does society need to adjust to do to adjust to this new reality?

4. In the article, "The Developing College Student," by Virginia Gordon, Perry and Chickering theorize about how students develop and change while in college.
   a. What is the difference between dualistic and multiplistic students, according to Perry? How can you personally relate to these, past or present?
   b. Describe two of Chickering developmental tasks and how you relate to accomplishing these tasks.

5. In his essay "Having a Degree and Being Educated," according to Pelligrino,
   a. What is the difference between having a college degree and being educated?
   b. What are some of specific ways to determine if your mind operates like an educated one?
   c. Discuss specific steps you can take while in college to insure you are educated when you graduate.

6. In the Sherry article, "postgraduate paralysis"
   a. What does Sherry mean by "postgraduate paralysis"?
   b. What is the difference between a career and a job?
   c. How can what Mark Ballard says in the reading, "Job Search: Chance or Plan" help you avoid "postgraduate paralysis:"? What can you do specifically as a freshman to begin this process?

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