

Thank you for purchasing college-success materials from DreamCatcher Curriculum, LLC. We appreciate your business and hope that our products meet your needs for assisting students/clients complete a college degree as well as prepare for life beyond college. Although our materials can stand alone as a handout or used as an advisement tool for one-on-one instruction, the program guide will offer additional information and activities for conducting a group or workshop presentation.

The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, students/clients, or situation. The guide also includes copy-permissible activities as a supplement to instruction. **Please note that color handouts are copyright protected and duplication in any form is strictly prohibited.** See our website www.dreamcatchercurriculum.com for additional info, updates and new curriculum topics.

➤ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

WHAT'S YOUR MAJOR? OBJECTIVE & INCLUDED TOPICS

To provide high school students with information about college majors, minors, concentrations, and degrees, as well as how to choose a major, college credit information, and how to develop a simple career plan; *Majors, Minors, Concentrations, Class Schedule, Major Selection, Credit Hours, Career Planning*

BEFORE THE WORKSHOP/SESSION

This workshop is appropriate for any level of student in high school, but particularly for those in 9th and 10th grades, as this workshop is introductory level. Bring college course catalogs and any other relevant information; consider bringing colored pencils for the college schedule activity. Invite a college advisor to speak about course selection and choosing a major. Ask a former student who is in college to speak about how they selected their major and college courses.

STEP ONE TIME: 10 MINUTES

Begin the workshop by asking if anyone knows what major they might like to pursue in college and what led to that particular choice. Solicit answers as time allows. Ask if anyone is undecided or feels nervous about selecting a major. Discuss any concerns or questions and explain that there is plenty of time to decide on a major, even after entering college. Mention that they typically have a year or two to decide on a major once in college. Other questions to ask: **What are your interests? What skills are needed and how would your disposition fit the major? What types of problems do you want to work on or solve? What do you want to accomplish?** These prompts are introductory to and included on the handout.

Distribute the *What's Your Major?* handout and discuss the basic terms and corresponding descriptions for **college majors, core courses, concentrations, minors**, and what it means to be **undecided**. Answer questions as needed.

STEP TWO TIME: 10-15 MINUTES

Turn to *How to Choose a Major* inside the handout. In this section, students will be able to think and reflect on the courses, activities, and other interests they enjoy in school and outside of school. Explain that the purpose of this activity is to identify aspects of their educational and co-curricular past that they've liked; state this process will benefit the college major selection process. Even those who have identified a major of interest should complete this exercise; it could help confirm their major of choice or may inspire reconsideration of their selected major or inspire the addition of a minor or double major.

For the "Think" section, ask students to check the space next to the classes they've enjoyed; encourage listing any that have not been included, as the list is not comprehensive. Next, list the activities in school and outside of school that they enjoy or have enjoyed participating in under the "Act" section. Lastly, have them circle one or more activities under the "Do" section. Once this section is complete, review what each section means in terms of selecting a major in the boxes below. Explain that fulfillment and enjoyment can be found in a field that incorporates subjects and activities in which they are talented and/or previously enjoyed; identifying those subjects and activities is the first step in selecting a major.

STEP THREE TIME: 10-15 MINUTES

Direct students to the *How Many Hours Are You Taking?* section and begin a discussion on the differences between high school and college credits. Explain the differences between being a full-time or part-time student. Discuss the example college schedule, and ask: **How does this college schedule differ from your current high school schedule? How much time outside of class does this schedule have?**

COLLEGE MAJORS Program Guide



STEP THREE (CONTINUED) TIME: 10-15 MINUTES

Discuss the credit hour system and how to calculate the number of credit hours. Note that the number of hours each class is worth is typically denoted by the last number in the course code.

Discuss the amount of recommended/required study time per course. It is recommended that students study at least 2 to 3 hours per hour spent in class per week. Explain that, while it might seem like there will be an abundance of free time in college, a majority of this time should be spent studying.

DreamCatcher Extra: Provide each student with a copy of the College Course Selection activity (including class options and blank weekly schedule). Use the college courses found in this Program Guide for course selection or provide copies of a college course catalog. Consider packing colored pencils to shade in classes with different colors on the weekly schedule.

STEP FOUR TIME: 5 MINUTES (ALLOW EXTRA TIME IF YOU HAVE A GUEST SPEAKER)

Transition to the *Want to Change Your Major?* portion of the handout. Explain that changing a major is common; some college students change their majors multiple times. Advise talking to a college academic advisor and check the college or university's policy before changing majors. Feel free to add any personal anecdotes you might have from your personal experience in choosing or changing majors that would be appropriate to the discussion.

If you invited a speaker to the workshop, this would be a great time to ask them to share information about college majors and selecting college courses. Allow participants to ask questions and engage with the speaker.

STEP FIVE TIME: 10-15 MINUTES

Direct students to the *What's Your Degree* section on the back of the handout, which details the differences between technical certificate, associate degree, bachelor's degree, master's degree, and doctoral degree. Be sure to discuss the requirements for each degree:

Technical Certificate: typically 2-3 semesters

Associate Degree: typically 2 years (students can transfer to a 4-year college before completion)

Bachelor's Degree: typically 4 years

Master's Degree: between 1 year and 2 years (beyond a bachelor's degree)

Doctoral Degree: typically takes between 5-8 years (beyond a bachelor's and/or master's degree)

STEP SIX & ASSESSMENT TIME: 10 MINUTES

Cover the *What Will Your Career Be?* Section, which is a brief example of how students can evaluate the skills they've gained through their involvement and interests. They will create a simple career plan by identifying a career goal, a specific job, a broad field, or a problem they might like to solve. Students will then think about the preparation (skills, training, education, or qualities) needed for their career, and develop a plan to reach that career goal. Encourage participants to reevaluate their career plan periodically.

Suggest taking college major quizzes or career interest inventories either online or provided from a school or program. This will help those who are struggling to identify an area of interest, and it could reinforce those who may have already decided on a major. There are resources online or in libraries or bookstores for students to explore, as well as some good college major quizzes online: <http://www.luc.edu/undergrad/academiclife/whatsmymajorquiz/> and <http://www.slu.edu/beabilliken/quiz-college-majors>. Lastly, distribute several workshop assessments included in this program guide and collect when complete.

LEARNING OUTCOME

Students will be able to explain the difference between a major and a minor, use an example college schedule to determine the number of credit hours taken, and match degrees to the correct descriptions to demonstrate understanding of the differences between degrees discussed.

Explain the difference between a major and a minor in your own words:

COLLEGE MAJORS ASSESSMENT

How many credit hours is a student taking with this schedule?

COMPOSITION 2 (COMP 1013) MWF 11:30-12:20

SURVEY OF CALCULUS (MATH 1023) TR 11:00-12:20

AMERICAN NATIONAL GOVERNMENT (PLCS 1033) TR 2:00-3:20

FILM LECTURE (FILM 3033) T 3:30-6:30

BIOLOGY (BIOL 1043) MWF 8:30-9:20

BIOLOGY LAB (BIOL 1041) W 10:00-10:50

Number of Credit Hours: _____

BONUS! How many hours per week
should this student study? _____

Match these degrees to their description:

Master's Degree

A degree you can earn at a community college after 2 years

Bachelor's Degree

A degree you can earn after earning a Bachelor's degree

Associate Degree

A degree that takes about 4 years to earn

Doctoral Degree

A program that offers specialized learning in a specific area

Technical Certificate

A degree that is at the highest level of education

Explain the difference between a major and a minor in your own words:

COLLEGE MAJORS ASSESSMENT

How many credit hours is a student taking with this schedule?

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Doctoral Degree

A program that offers specialized learning in a specific area

Technical Certificate

A degree that is at the highest level of education

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A program that offers specialized learning in a specific area

Technical Certificate

A degree that is at the highest level of education

COLLEGE COURSE SELECTION:

Use the following courses to build your schedule. Don't forget you'll need at least 2 hours of study time per class. Choose one English, one math, one science, and one freshman perspectives course; the rest is up to you!

Note: don't take more than 16 hours; sciences need a corresponding lab; and don't overlap your courses!

ENGLISH COURSES:

COMPOSITION I (COMP 1013)
MWF 11:30 AM-12:20 PM

COMPOSITION I (COMP 1013)
MWF 12:30-1:20 PM

COMPOSITION I (COMP 1013)
MWF 3:30-4:20 PM

COMPOSITION I (COMP 1013)
MWF 8:30-9:20 AM

FRESHMAN PERSPECTIVES (UNIV 1001):

W 7:30-8:20 AM

M 8:30-9:20 AM

F 10:30-11:20 AM

T 8:00-8:50 AM

R 8:00-8:50 AM

M 10:30-11:20 AM

MATH:

SURVEY OF CALCULUS
(MATH 1023)
TR 11:00 AM-12:20 PM

COLLEGE ALGEBRA
(MATH 1013)
MWF 7:30-8:20 AM

FINITE MATHEMATICS
(MATH 1033)
MWF 10:30-11:20 AM

COLLEGE ALGEBRA
(MATH 1013)
MWF 7:30-8:20 AM

FINITE MATHEMATICS
(MATH 1033)
TR 2:00-3:20 PM



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SCIENCE:

BIOLOGY (BIOL 1043)
MWF 8:30-9:20 AM

BIOLOGY LAB (BIOL 1041)
W 10:30-11:20 AM

CHEMISTRY (CHEM 1023)
MWF 9:30-10:20 AM

CHEMISTRY LAB (CHEM 1021)
F 2:30-3:20 PM

PHYSICS (PHYS 1033)
TR 9:00-10:20 AM

PHYSICS LAB (PHSY 1031)
M 1:30-2:30 PM

GEOLOGY (GEOL 1023)
TR 11:00 AM-12:20 PM

GEOLOGY LAB (GEOL 1021)
R 3:30-4:20 PM

KEY:

TUESDAY= T
THURSDAY= R

MONDAY= M

WEDNESDAY= W
FRIDAY= F

HUMANITIES, FINE ARTS, AND ELECTIVES:

AMERICAN NATIONAL
GOVERNMENT (PLCS 1033)
TR 2:00-3:20 PM

FILM LECTURE (FILM 3033)
T 3:30-6:30 PM

MUSIC LECTURE (MLIT 1013)
TR 11:00 AM-12:30 PM

CULTURAL ANTHROPOLOGY
(ANTH 1003) TR 9:00-10:20 AM

HISTORY OF THE AMERICAN
PEOPLE TO 1877 (HIST 1023)
MWF 2:30-3:20 PM

WORLD LITERATURE (WLIT 1113)
MWF 4:30-5:20 PM

INTRO TO PHILOSOPHY
(PHIL 1003)
TR 9:00-10:20 AM

INTRO TO COMPARATIVE
POLITICS (PLSC 1023)
TR 3:30-4:50 PM

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TR 9:00-10:20 AM

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POLITICS (PLSC 1023)
TR 3:30-4:50 PM

COLLEGE COURSE SELECTION:

Use the selected courses to create your own schedule! Courses take first priority when scheduling. Remember to schedule some study time. If you're planning on having a work-study or other job, plan about 10-20 hours a week for work. Consider using different colored pencils or pens to shade the blocks for your classes, study time, and work or other activities!

	Mon	Tues	Wed	Thu	Fri
7:30-8:20 AM					
8:30-9:20 AM					
9:30-10:20 AM					
10:30-11:20 AM					
11:30 AM-12:30 PM					
12:30-1:20 PM					
1:30-2:20 PM					
2:30-3:20 PM					
3:30-4:20 PM					
4:30-5:30 PM					