Designing Your Education

Objective
You will expose students to the theories and tools that can help them more effectively and intentionally chart their course of study at USU. They will learn about the importance of selecting a degree that complements their personality, and then delve into the Degree Finder and Degree Works websites as tools to help them intentionally choose which classes they select. You will guide them through the parts of the degree. A video which explains the parts of the degree will be available under instructor resources.

Description
This lesson contains 3 parts:
1. Designing Your Education Discussion: Guide students through a discussion about intentionally choosing courses that will help them find a suitable degree. Emphasize the importance of starting now by exploring different degrees through general education courses.
2. Students will be directed to watch the video about the different parts of the degree: general education, major requirements, and depth education. This may be done as homework or in class.
3. Assessment: there are a variety of ways instructors may assess how well the student understands the concepts discussed. Some suggested ways include: Canvas quiz, a short reflection essay, team presentations, pair and share, etc.

Instructional Time: 30 minutes
Required Assignment: NO
Points: 20

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Lesson Plan
Lead a discussion on the importance of choosing a career path using some of the resources below as prompts. Direct students to watch the “Designing Your Education” video in Canvas, or you may have students watch it as part of class. You may cite your own experience in choosing a career path, ask your peer mentor to talk about his or her experience in choosing a major, and implement the resources below to help students think about their own career paths.
Materials and Resources:

- Degree Finder website at: www.usu.edu/degrees
- USU Catalog: Degree Maps at: catalog.usu.edu
- Materials found at the instructor resource website including:
  - Designing Your Education video
  - Advisor Video

Make a Connection:

Prompt students to consider the following:

1. After reading chapter 5: “Distracting Conversation” in *Becoming A Learner*, think about how your approach to Career Development will reflect your commitment to be a lifelong learner.

2. Discuss the following with a classmate or friend in Connections: in *When Breath Becomes Air*, Paul describes how he designed an unusual path for his education and career. Referencing the following quote, how do you think Paul’s decision to design his education impacted his future career choices? Paul said:

   One of my thesis advisers remarked that finding a community for myself in the literary world would be difficult, because most English PhDs reacted to science, as he put it, “like apes to fire, with sheer terror.” I wasn’t sure where my life was headed. My thesis—“Whitman and the Medicalization of Personality”—was well-received, but it was unorthodox, including as much history of psychiatry and neuroscience as literary criticism. It didn’t quite fit in an English department. I didn’t quite fit in an English department.