American Public University System
American Military University | American Public University

COLL115: Planning Your Future With Purpose in Security and Global Studies

Course Summary

Course: COLL115

Title: Planning Your Future with Purpose

Length of Course: 8 weeks

Prerequisites: N/A

Credit Hours: 3

Description

Course Description:

This course introduces students to an attitude and approach for college success and relevant connections to their own inner motivations and external career options. Key elements in this course include values-goal alignment, an orientation to online learning, and strategies for successful learning. Other elements include planning a pathway from academic studies to a career path, career awareness, networking, engaging support resources, and collaborating with colleagues. Through the learning and activities in this course, students will gain the perspective needed for successful time management and prioritization, critical thinking, applied and collaborative learning, and civic/democratic and global learning. The content within the classroom includes open educational resources that are easily available online. This course fulfills one general education elective.

Course Scope:

Welcome to Planning Your Future with Purpose! Here you will develop the skills and strategies you need to succeed in your academic and career journey. In this course, you will explore your personal values, goals, learning preferences, and professional identity. You will also discover the resources and support that the university offers to help you achieve your academic and career aspirations. Throughout our time together, you will curate a network of resources of people, services, and affiliations to foster resilience and then develop a plan for successfully navigating your academic and career needs.

This course covers topics that are essential for your academic and career success. We have chosen these topics because they are relevant and applicable to your academic and career journey. They will help you develop the knowledge, skills, and attitudes that are essential for your success in the 21st century. We hope that you will enjoy this course and find it valuable and meaningful.

Objectives

By the end of this course, you will be able to:

Current Course Objectives
CO-1: Identify academic and personal career goals that align with values, skills, and motivations.
CO-2: Apply skills in communication, critical thinking, integrity, professionalism, and teamwork.
CO-3: Explain the interdisciplinary relationship between higher education and society, from civic, political, social, and economic perspectives.
CO-4: Build a personalized academic support and career development network.
CO-5: Complete a customized plan of study.

Weekly Course Outline

Week 1: Your Values, Your Goals

Learning Objectives

- CO-1: Identify academic and personal career goals that align with values, skills, and motivations.
  - o LO-1.1: Identify personal values and share these in the discussion.
  - o LO-1.2: Describe ways in which your educational activities can align with your core values (How your core values can influence your learning and academic success).
  - o LO-1.3: Design goals for your academic journey that align to your values. (Formative goal-setting activities included within the lesson to be further developed in week 3)

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 1 Discussion – For week 1, the discussion is due at the end of the week on Sunday. In subsequent weeks, the initial post is due mid-week.
- Week 1 Assignment – Write 3 SMART Goals.

Week 2: Learning Online

Learning Objectives

- CO-2: Apply skills in communication, critical thinking, integrity, professionalism, and teamwork.
  - LO-2.1: Demonstrate the use of digital communication tools (such as email, discussion, and forums) to effectively communicate with peers and instructors.
  - LO-2.2: Demonstrate the ability to independently manage your learning schedule and resources, identify learning needs, and apply strategies to meet these needs without direct supervision.
  - LO-2.3: Acquire the skills to effectively locate, evaluate, and synthesize information from digital libraries and online databases for academic research.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 2 Discussion – DAACS/Learning Styles.
- Week 2 Assignment – Complete the DAACS Survey (Ungraded, share in Week 2 Discussion).

Week 3: Taking on the Identity of a Successful Adult Learner

Learning Objectives

- CO-1: Identify academic and personal career goals that align with values, skills, and motivations.
  - LO-1.4: Track and analyze weekly activities to develop intentional time-related goals.
- CO-2: Apply skills in communication, critical thinking, integrity, professionalism, and teamwork.
  - LO-2.4: Identify potential obstacles to academic success and create values-based strategies to navigate obstacles as they emerge.
  - LO-2.5: Plan boundaries and limits around personal resource management, such as time, energy, money, relationships, and other general areas. (This activity will draw upon the values identified during week 1)
- CO-5: Complete a customized plan of study.
  - LO-5.1: Identify general education goals to add context and connection throughout your learning.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 3 Discussion – Time PIE Chart/Analysis Plan.

Week 4: Building a Successful Academic-to-Career Plan

Learning Objectives

- CO-1: Identify academic and personal career goals that align with values, skills, and motivations.
  - LO-1.5: Incorporate goals and values into a long-term academic-to-career plan.
- CO-4: Build a personalized academic support and career development network.
  - LO-4.1 Identify University resources that can accelerate your academic-to-career path.
- CO-5: Complete a customized plan of study.
  - LO-5.2: Discover the means to find internships that may support your degree plan and career goals.
  - LO-5.3: Explore the courses in your degree program from start to finish.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 4 Discussion – Degree Courses Spotlight
- Week 4 Assignment – Mapping a Successful Academic-to-Career Plan

Week 5: Exploring Your Discipline and Related Careers (Trends)

Learning Objectives

- CO-2: Apply skills in communication, critical thinking, integrity, professionalism, and teamwork.
  - LO-2.7: Demonstrate foundational higher education digital information literacy skills that will allow you to explore and identify trends in your career field in the context of society.
  - LO-2.8: Explain the possibilities and pitfalls associated with using generative artificial intelligence (Gen-AI) in research and writing.
- CO-3: Explore the interdisciplinary relationship between Higher Education and society, from civic, political, social, and economic perspectives (Signature Assignment)
  - LO-3.1: Demonstrate how digital information literacy and lifelong learning will promote success in college and career.
  - LO-3.2: Describe ethical considerations associated with using Gen-AI in research and writing.
- CO-4: Build a personalized academic support and career development network.
  - LO-4.6: Demonstrate how to use the resources and support available through the University's Career Services to find and grow in a new career.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 5 Discussion – Group Project: Get to Know Your Team (Non-graded)
- Week 5 Assignment – Exploring Trends (AI)

Week 6: Relying on the Right People and Resources – Networking

Learning Objectives

- CO-4: Build a personalized academic support and career development network. (Signature Assignment)
  - LO-4.2 Conduct an Interview.
  - LO-4.3: Establish a success network.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 6 Discussion – Summarize Interview Experience
- Week 6 Discussion – Group Project: Find and Explore (non-graded)

Week 7: Engaging with University Supports

Learning Objectives

- CO-4: Build a personalized academic support and career development network.
    - LO-4.4: Identify at least three University resources that directly support your academic and career objectives.
    - LO-4.5: Demonstrate effective networking techniques by initiating and documenting at least two new professional connections, including specific details on the communication methods and outcomes of these interactions.
- CO-5: Complete a customized plan of study.
    - LO-5.4: Create a detailed study plan with at least five actionable steps incorporating University resources over the next semester. This plan should specify timelines and expected outcomes for each step.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 7 Discussion – Group Project Discussion: Plan of Study
- Week 7 Assignment – Group Project Reflection Submission (in Discussion)

Week 8: Summary and Implications

Learning Objectives

- CO-2: Apply skills in communication, critical thinking, integrity, professionalism, and teamwork.
    - LO-2.6: Evaluate the elements of a motivational speech.
    - LO- 2.8: Reflect on what you've learned to close the learning circle.
- CO-5: Complete a customized plan of study.
    - LO-5.5: Draft a comprehensive success plan.

Reading and Resources

Links for all readings are provided in the course e-reserve. This is in each of the weekly lessons under the heading *Readings & Resources*.

Assignments

- Week 8 Discussion – Motivational Speech and Reflection
- Week 8 Assignment – Success Plan

Evaluation

Grading

This course uses a weighted grading approach. All graded items in the course will be assigned to one of the following categories: Discussions, Assignments with Discussion Component, and Supporting Success Assignments.

Name	Grade %
Discussions	**30%**
Week 1: Introductions, Your Values, and Educational Goals	6%
Week 2: DAACS/Learning Styles	6%
Week 3: Time PIE Chart/Analysis/Plan	6%
Week 4: Degree Exploration	6%
Week 6: Summarize Interview	6%
Assignments with Discussion Component	**30%**
Week 7: Group Project	15%
Week 8: Motivational Speech and Refection	15%
Supporting Success Assignments	**40%**
Week 1: Smart Goals Assignment	5%
Week 4: Degree-focused Strategies & Resources	8%
Week 5: Exploring Trends (AI)	12%
Week 8: Success Plan	15%

Materials

Book Title: Various resources from Trefry Library and/or the Open Web are used. Links are provided inside the classroom.

All required readings are on the *Reading and Resources* page under the Lessons tab.

Course Guidelines

Writing Expectations

All activities completed in this course are to follow the stated instructions (inside the classroom). Always check the grading rubrics to see what your instructor will be on the lookout for when grading your work. Also, be sure you have read the APUS Plagiarism Policy (the entire Academic Dishonesty section) before submitting work in this or in any other course. See the above Course Outline or the Policies section on this Syllabus for links.

Citation and Reference Style

You should use the documentation and citation style that is appropriate for your discipline and follow its guidelines consistently throughout your discussions and assignments.

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.**

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university setting. Basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the rewards and excitement of learning, which does not include descent to personal attacks or student attempts to stifle the learning of others.

- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;-), :), .

Communications

Student Communication

To reach the instructor, please communicate through the private 1:1 Chat with Prof discussion accessible from "Discussions" on the blue navigation bar and the teal-colored 1:1 Chat with Prof widget on the course Homepage.

- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.

- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy
- Extension Requests
- Academic Probation
- Appeals
- Academic Dishonesty / Plagiarism
- Disability Accommodations
- Student Deadlines
- Video Conference Policy

Mission

The mission of American Public University System is to provide high-quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for undergraduate and graduate courses.
- Although students are encouraged to use the Pulse mobile app with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.

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