UK 150: Career and Major Exploration: (Subtitle Required)
(1 credit hour, pass/fail)
Sample Syllabus

Instructor: [any teaching faculty, graduate student or professional staff at UK – must have earned at least a master's degree to be eligible; close consultation with the UK Career Center staff is highly recommended]

Office Address:
Email, Phone and Other Contact Info:
Office Hours:

Course Description
This course is designed to provide a basic structure for first- or second-year undergraduate students to discover career options based on interests and skills. Students will use self-exploration tools, speak with professionals in various industries, develop a resume, conduct informational interviews and produce a personal career action plan. Knowledge gained in this course will provide the structure to modify the plan as the student's interests may change over time.

Prerequisites
None

Core Student Learning Outcomes
After successful completion of this course, the student will be able to:
- Identify fields of study that are consistent with their interests, abilities and life goals.
- Develop and implement a meaningful career action plan.
- Acquire skills for achieving academic success and explain how beneficial relationships with students, faculty, and staff at UK as well as using university and community resources support their individual successes in their studies.
- Reflect on transitional issues that students often face in a college environment and problem-solve solutions for themselves, selected groups and hypothetical cohorts of students at the University of Kentucky.

Required Text
To be assigned by instructor (for example – Julie Griffin Levitt and Lauri Harwood, Your Career: How to Make It Happen, 7e, Cengage Learning, 2010; ISBN-10: 0538730994). Additional articles/readings may be added at the discretion of the instructor based on the needs and interests of a specific group of course participants.

Course Requirements and Grading
The course is graded on a pass/fail (P/F) basis. A grade of pass (P) will count toward graduation; however, neither a grade of P nor a grade of F will be used in calculating a student's grade-point average. This course should not be included in the maximum number of elective courses for which a student may take as pass/fail.

In order to receive a grade of pass, you are expected to:
1. Attend ALL regularly scheduled classes. Attending class is an important part of succeeding in any course. Excused absences are defined below and can be found in Student Rights and Responsibilities, Section V (http://www.uky.edu/StudentAffairs/code).
2. Participate effectively in class discussions and activities. Constructive class participation is critical to the success of students (and it adds to the success of the course overall).
3. Complete all assignments on time as assigned.

The course assignments will be graded using the following grading scale:
90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
0% - 59% = E, not acceptable, must re-submit assignment

A mid-term grade of P or F will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm). The final grade of P or F will be computed using the following grades earned:

- Attendance and Constructive Participation in Class Discussions: 10%
- Completion of Career Assessments and Out-of-Class Activities: 20%
- Personal Career Action Plan – draft: 20%
- Personal Career Action Plan – final version: 40%
- Presentation of Plan at End of Term: 10%

Common Assignments for All UK150 Courses
These assignments will be a collaborative effort between your instructor and the Stuckert Career Center staff. Additional assignments in the use of career assessments and out-of-class activities may be added at the discretion of the instructor based on the needs and interests of a specific group of course participants. All students enrolled in UK150 will complete these common assignments (see http://www.uky.edu/careercenter/students/career-major-exploration for more detail):
- Use SIGI-3 (System of Interactive Guidance and Information) and meet with a Career Advisor
- Register for a Wildcat CareerLink account, your one-stop internship and job opportunity website through the Stuckert Career Center

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Tardiness and Late Work
Student participation is vital to the success of the course overall, and tardiness is disruptive to the discussions underway. If extenuating circumstances force you to be late or absent, discuss the situation with your instructor at least one day before the class meeting.
All work is due on the day assigned, so students should plan far in advance to make sure that no work is late. If students wish to maintain full credit for a scheduled assignment, they must, in advance, negotiate with the instructor to find an acceptable compromise within a week of the original deadline. Students will not be allowed to make up for late work unless they have communicated with the instructor and have approved, alternative arrangements before the scheduled date and time.

**Academic Integrity and Civility**
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. A first offence of plagiarism will earn a failing grade on the assignment in question; and you will not be allowed to submit any further work without a conference with your instructors during which you show us a draft of your work. The second offence will deserve a more public hearing by the Ombud with a permanent record being established in your academic file.

Similarly, students shall respect the dignity of all others and positively value differences among members of our academic community. Open discussion and debate aid academic discovery and students have the right to respectfully disagree. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.2.1). Equally, faculty has the right - and the responsibility - to ensure that all academic discourse occurs in a context characterized by respect and civility.
Students shall not engage in attacks of a personal nature or make statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors (www.uky.edu/USC/New/SenateRulesMain.htm).

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Example of Class Schedule and Session Topics

Getting to Know Yourself and the Course
January 11: Opening Session
  • Course Objectives
  • Colleges and Majors
January 18: Setting Goals and Planning for my Success
  • Narrowing my Major Focus
  • Decision Making Process
January 25: Career Values and Role Models
  • Career Genogram
  • Informational Interviewing

Understanding Career Development Theories
February 1: MBTI (Personality) or Holland Party (Personality & Interests)
February 8: Strong Interest Inventory
February 15: Skill Scan (Skills & Abilities)
February 22: Strengths Quest Inventory
February 29: Majors at UK and Understanding Options
March 7: Occupational Outlook Handbook Activity - meet in computer lab

Implementing an Action Plan
March 14: SPRING BREAK – No class
March 21: Building a Network
  • Faculty Interview Due
  • Job Shadow Assignment Due
March 28: Building a Resume
April 4: Finalizing My Action Plan
April 11 & 18: Presentations
April 25: Presentations and Evaluations
SAMPLE COURSE ASSIGNMENT EVALUATIONS

Personal Career Action Plan – Final Version – 40% of grade
Each action plan should show overall that the student is being proactive and using best practices in the use of strategies for success. A proactive and successful plan will include the following components:

- A goal statement: a narrative that describes a goal you currently consider the most important in your life
- A list of benefits for you and others around you will gain when that goal is achieved
- A description of the results or milestones to achieve in order to reach this goal (e.g., number of academic credits, courses, skills mastery levels, behavioral changes, certificates/diplomas)
- A list of resources required to reach that goal (e.g., people who will help with information or guidance, time, monetary costs, networking and supportive forces to increase the potential for reaching the goal)
- An outline of progressive action steps – and the projected time frame to complete them: a list of four or five actions you need to complete to achieve the ultimate goal (e.g., conducting research, registering for and completing courses or training, mastering skills, scheduling practice or assessment activities) and the projected completion date for each step listed
- An affirmation statement, milestone rewards or list of “positive thinking” strategies: something that you will use to remind/motivate yourself to achieve this goal

Plans will be assessed with the following rubric:

<table>
<thead>
<tr>
<th>Major Components of the Action Plan</th>
<th>Poor (0% - 69%)</th>
<th>.Good (70% - 87%)</th>
<th>Excellent (88% - 100%)</th>
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<tbody>
<tr>
<td>Goal Statement</td>
<td>Statement is unclear and poorly written; narrow in scope; unrealistic milestones</td>
<td>Statement is reasonable but somewhat ambiguous; includes how you and other people will benefit</td>
<td>Clear, concise statement showing a direct impact on your life, community and career over time</td>
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<tr>
<td>Resources</td>
<td>List shows little understanding of what is needed to achieve the goal, with what and by whom</td>
<td>List includes references to specific occupational support services, databases, credentials and reasonable choices for mentors or professional contacts</td>
<td>List is specific in detailed information about who and what is needed in the near and long-term in order to achieve the goal</td>
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<tr>
<td>Steps and Timeline</td>
<td>List is illogical, out of sync with each other and does not show how one thing is dependent on another, shows a lack of knowledge of how to use different types of resources</td>
<td>List shows an understanding of resources available; the timeline has sometimes unrealistic milestones</td>
<td>The list is clearly “hands on” (e.g., job shadowing or internships) and realistic; the timeline is achievable; a diversity of resources is expressed by the types of steps described; shows the student is aware of current events and the state of the industry or occupational sector</td>
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<tr>
<td>Affirmations or “Positive Thinking” Strategies</td>
<td>Statement shows a lack of initiative, too many barriers, defeatist in attitude</td>
<td>Includes good practice activities and includes a strategy to regularly review the Action Plan</td>
<td>Statement names specific mentors or behaviors that are practiced by the student in real life and have been observed in classroom activities</td>
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End of Term Presentation of Personal Career Action Plan - 20% of grade
Students will each plan a creative Showcase presentation: a multimedia presentation (slides, video and/or images or online creations/environments), whatever is the best way to share the data they have learned in the process of developing their action plan. Use of the UK Multimodal Communications Lab and the lab consultant is highly recommended in creating the presentation. Active listening by the class is required to complete the assignment, and if the student shows good planning, any relevant audience participation is an excellent component to the presentation. The Showcase is intended to demonstrate the high quality of research, professional demeanor, use of career-oriented resources and effective collaboration.

Presentation Grading Checklist

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<th>CLARITY (10%):</th>
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<tr>
<td>- Introduction of Plan – overall topic and logic underlying the plan is described precisely</td>
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<tr>
<td>- Body of Presentation - main points expressed concisely - used key terms/names from the readings and assignments; used specific examples from self-observations and class activities</td>
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<td>- Conclusion</td>
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<th>PRESENTATION (10%):</th>
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<tr>
<td>- Use of original and appropriate audio-visuals</td>
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<td>- Professional demeanor expressed throughout presentation</td>
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<tr>
<td>- Creativity demonstrated</td>
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<tr>
<td>- Audience’s attention gained and interest kept</td>
</tr>
</tbody>
</table>