

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Agriculture</u>	Today's Date: <u>1/8/11</u>			
b.	Department/Division: <u>CLD</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change [OSC1] definition)				
e.	Contact Person Name: <u>Lorraine Garkovich</u>	Email: <u>lgarkov@uky.edu</u>	Phone: <u>257-7581</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval		OR	<input type="checkbox"/> Specific Term ² : _____	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>CLD 362</u>	Proposed Prefix & Number: <u>same</u>			
b.	Full Title:	Proposed Title:			
	<u>CLD 362 FIELD EXPERIENCE IN COMMUNITY COMMUNICATIONS AND LEADERSHIP DEVELOPMENT.</u>	<u>Field Experience in CLD</u>			
c.	Current Transcript Title (if full title is more than 40 characters):		<u>Field Experience in CLD</u>		
c.	Proposed Transcript Title (if full title is more than 40 characters):		<u>same</u>		
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently³ Cross-listed with (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number):		_____		
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number):		_____		
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	_____ Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	<u>x</u> Practicum ³	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	<u>x</u> Practicum ³	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	# Other – Please explain: <u>Distance</u>		
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
g. Current number of credit hours:	<u>3</u>	<i>Proposed number of credit hours:</i> <u>same</u>
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES:</i>	<i>Maximum number of credit hours:</i> _____	
<i>If YES:</i>	<i>Will this course allow multiple registrations during the same semester?</i>	
	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Supervised experiences in businesses, agencies or government. Required of all Community and Leadership Development majors. May include observation, participation, experience, field trips, inspection of programs, and professional organizations.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>same</u>	
j. Current Prerequisites, if any:	<u>Junior standing, majors only</u>	
<i>Proposed Prerequisites, if any:</i>	<u>same</u>	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.	
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale: _____	
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____	
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____	
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log



General Information:

Course Prefix and Number: CLD 362
 Proposal Contact Person Name: Lorraine Garkovich Phone: 257-7581 Email: lgarkov@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CLD Dept	10/22/10	Gary Hansen / 257-7586 / ghansen@uky.edu	
UCC, COA	1/28/11	Larry Grabau 7-1825 Larry Grabau @uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/15/2011	Sharon Gill 	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CLD 362	Date: 1/8/11
Instructor Name: Lorraine Garkovich	Instructor Email: lgarkov@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

<i>Curriculum and Instruction</i>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>As specified in the course syllabus, this is a course which focuses on career analysis and evaluation through shadowing, interviewing, resume development, and job search activities. Students will have e-mail contact with the instructor as well as the opportunity to have face-to-face interactions with the instructor for those students who are on campus. The course has been offered for over 20 years and typically has only 8 face-to-face meetings between the instructor and the students since the primary course time is spent by the students shadowing and interviewing. The course syllabus has been revised to meet the Distance Learning Considerations specified by the University Senate Syllabus Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>As noted above, this course has been taught for 20 years and has always had a limited number of formal class meetings so that students could invest time in shadowing and interviewing. The course goals have not changed because over the years they have been refined to reflect the professional development focus of the course and the emphasis on students spending the bulk of their time shadowing and interviewing. There has never been a text required for this course. The assessment of student learning outcomes has been consistent over the entire time the course has been offered and each of the assessments is appropriate for a distance learning course as well as for the format that has been used to teach the class previously.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each individual student's work is unique to their experiences shadowing, interviewing and job searching. Since</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>each student is required to present a log of their shadowing experiences as well as their notes from their interviews (including contact information for the persons shadowed and interviewed as well as days and times of interactions), it is easy to contact these individuals if there is a suspicion as to the validity of the work produced by the students. This possibility is noted in the course syllabus. All of the assessments are individually written papers. There are no exams in this course.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>no</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>This course is required for CLD majors and only majors take this course. Students are provided information in the syllabus as to how to contact different student services and have the same access to the instructor as students who take the course in a traditional format.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The primary learning resources for this course are the persons who are shadowed and interviewed by the students. It is evident in the required written assignments, logs, and interview notes whether students have or have not made use of these resources.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Does not apply</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students will be able to submit their written work via e-mail using any service. Students will receive the course syllabus through an individual e-mail and it will also be posted on Blackboard. Information on how to access technical support resources is provided in the syllabus.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center () and the Information Technology Customer Service Center () ?</p> <p>Students will be able to submit their written work via e-mail using any service. Students will receive the course syllabus through an individual e-mail and it will also be posted on Blackboard. Information on how to access technical support resources is provided in the syllabus.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (; 859-257-8272) and Information Technology Customer Service Center (; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or ." <input type="checkbox"/> Information on Distance Learning Library Services () <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: ○ DL Interlibrary Loan Service:
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Lorraine Garkovich Instructor Signature: </p>

Field Experience in Community Communications and Leadership Development
CLD 362, Spring 2011
Thursday, 8:30 - 9:15

Dr. Lori Garkovich, 706 Garrigus Building, 257-7581, lgarkov@uky.edu

Office Hours: by appointment with a phone call or through e-mail.

Contacting the instructor: The best way to reach me is by email. I will respond to your e-mail inquiries within 48 hours during the work week or 72 hours if over a weekend or during break.

Brief course overview

The two central questions of this course are: **“What will I do with my life after graduation? And, How do I make the transition to a career?”**

To answer this, in this course you will:

- Visit multiple field experience sites, each of which offers you the opportunity to explore a career of interest. If you plan to attend graduate/professional school, and postpone a career for a few years, you can modify the assignments to fit your situation. Observe a law school class, for example, or a judge in a courtroom.
- Analyze activities and components of your field experience, including compatibility with your skills and interests.
- Analyze your field as a profession and relate your field experiences to your expectations of your career choice.
- Develop a job search and post-graduation transition plan and supporting materials.

Course goals and assessment outcomes

Through this course you will:

1. Demonstrate how to establish contacts in the professional world.
2. Provide evidence of your ability to observe, categorize and compare/contrast professional interactions.
3. Critique from a leadership/management perspective professional interactions you observe.
4. Compare/contrast and interpret the responses of professionals as to characteristics of their academic and work experiences as well as their daily work activities.
5. Evaluate own skills, knowledge and experiences in light of those essential for success in a chosen profession.
6. Develop a resume, letter of inquiry and responses to behavioral/situational interview questions.
7. Synthesize a plan of action for the rest of their academic career based on an analysis of the skills and knowledge required to qualify for their ideal job.

Assignments/Evaluations (Total points possible = 100)
(Late work will lose 2 points each 24 hours late)

<i>Assignment</i>	<i>Due Date</i>	<i>Pt value</i>
Plan for shadowing	Jan 27	5
Internet job search paper and supporting materials	Feb 10	20
Conduct 5 interviews	Mar 31	10
Paper summarizing interviews	Mar 31	20
Shadow 40 hours, minimum of 5 people, documented with a log of observations	April 21	15
Paper summarizing and reflecting on shadowing experience	April 21	20
Final summary paper	April 28	10
Total		100

5 points

1. Prepare a plan to observe/shadow a minimum of **5** professionals at work doing the kind(s) of jobs you are most interested in doing. The shadowing must total 50 hours and you may include the time you spend making contacts, traveling to sites (for example, in Frankfort), writing follow-up e-mails and thank you notes, etc. as part of the 40 hour requirement. The plan must include:

Who you are going to shadow/interview or the types of positions you want to shadow/interview?

How you will make the contacts to set up the shadowing experiences or interviews?

The days and time when you are able to do shadowing or interviews.

What you will do if you are unable to make the contacts you plan to shadow or interview. In other words, what will be your back up plan?

20 points

2. Do an Internet search for job announcements related to the career that you are interested in. Identify 3 possible positions and print the job announcement. Then select one of these jobs and develop a plan of action for getting the job and settling into the job. For example:

How would you contact the firm/group with the job offer?

How would you research the group/company with the job offer?

Write a draft of the letter of inquiry that you would send to them

Prepare the resume you would send with this cover letter.

Develop some speaking notes for what you would want them to know about you and your skills and aptitudes for the position. What questions would you have for them? For example, what would you want

to know about the benefits (in addition to salary)? Present a definition of the following benefits-related topics: 401K, cafeteria benefits, COBRA, health insurance portability, CEU.

Now, develop an answer to one of the following behavioral/situational questions that might be used in an interview:

In this position, you will be working in a team in order to complete projects in a timely fashion. In a team of 5 persons, you will be the junior member, but also the one with the freshest ideas. You have an idea for the project that will dramatically reduce its cost. Describe how you might persuade the other members of the team to accept your suggestion.

In this position, you will be expected to address the concerns and needs of our clients. An order you have placed for a very valued client has not been fulfilled and the client is very angry. Describe what you might say and do to both calm the client and meet their needs.

Two of the people you are working with in this position have become angry with each other. They constantly snipe at each other; try to undermine each other's work; and try to claim credit from each other. Describe what you might say and do to reduce the tension between them and to encourage more cooperative work effort.

Now, imagine you got the job. What would you have to do to start your first day. For example,

Where would you live? How much would it cost to live there? (Use the classifieds to identify a possible place to live and calculate the costs including rent and utilities and other monthly fees)

How will you go about making the transition from college student to professional? What will you do about upgrading your wardrobe, car, etiquette skills, furniture, etc.? How will you learn to function in the real world (taxes, insurance, bills, budget)?

How would you go about making friends in this job/community? (Identify at least two strategies for building a personal support system)

What do you think will be the two most important factors influencing your success in this job in your first year? Take one of these challenges, and explain how you deal with this challenge.

10 points

3. Conduct 5 interviews with people who have careers that you aspire to. At a minimum, use these questions to guide your discussions of discovery. **ONLY TWO OF THESE INTERVIEWS CAN BE WITH SOMEONE YOU SHADOWED.** You are encouraged to ask other questions to obtain a more complete picture of their professional life. You must turn in your interview notes attached to your interview summary paper.

Tell me about how you got into this position
What is your educational background?
What was your first job and then, how did you get into this position?

What led you to choose this career? How would you describe your job to someone who has never heard of this occupation before?

Describe for me a typical day in your job
What do you like most about your job?
What do you like least?
What is the most challenging aspect of your job?

What in your background – education or other experiences – has most helped you in your career?

If you had an opportunity to change anything in the past related to your preparation for your career, what would you change?

What advice would you give to a college student with an interest in your career?

20 points

4. Prepare a 5 page paper that summarizes your interviews by answering the following questions:

What were the similarities and differences in the likes/dislikes among those you interviewed?

What conclusions can you draw about the relationships among education, work experiences and the trajectory of someone's career based on your interviews?

What were the similarities and differences in the advice they would give to a college student interested in these careers?

What surprised you about their answers? What was as you expected it to be? What will you take away from these interviews?

What lessons will you take away from these interviews?

15 points

5. Complete the 40 hours of shadowing with a minimum of 5 different people. Prepare a log of your shadowing experiences. The log should contain the following information:

Contact information and documentation of your shadowing

The name, job title, firm/business of the person you shadowed

The address of the firm, the phone number and/or email of the person you shadowed

The day(s) and time you shadowed this person

The names and contact information of any other contacts you made while shadowing

A general description of the day's activities you observed:

What did I see the person I shadowed do today?

How do they do it?

With whom do they do it?

What did you find most/least interesting about what they do?

What's the lesson I will carry away from today?

What skills and knowledge does a person in this position need to be successful in their career

Do you remain interested in this type of work? Why or why not? Will you be pursuing additional shadowing opportunities similar to this one?

Are you prepared (skills, classes, necessary degree) for this type of work? Is this or is this not "you" in some way?

20 points

6. Prepare a 5 page paper that compares and contrasts your shadowing experiences. The log of your shadowing experiences must be attached to this paper. In this paper you must:

Think about the people in leadership/management positions that you observed. Give two examples of how someone you observed or worked with who did the following and then provide a paragraph that evaluates the effectiveness of one of those you observed for each of these:

- Praised/recognized good work
- Critically evaluated a student's or employee's work performance
- Provided directions for tasks
- Created an organizational/work climate

What exactly is your dream career? If you can, describe it and reflect on the similarities/differences between the careers you observed and your ideal career.

If you have been unsure, explain how these observations have enabled you to begin clarifying the components of an ideal career and how you can go about giving it a name, finding out the training/degrees required, etc.

What strategies will you use to keep the contacts you made during your shadowing alive until graduation?

Overall, what skills and knowledge have you already developed that will enable you to move into the profession that most interests you? What skills and knowledge will you need to develop to move into the profession that most interests you? What is your plan for acquiring these skills and knowledge?

What have been the key lessons about the professional world that you will take away from your shadowing experiences?

10 points

7. Write a 3-5 page summary paper that reflects on your observations and interviews, etc. In this paper you should answer the following questions:

As a result of these experiences, I have learned the following lessons about....

- My career interests....
- My academic plans.....
- My personal life.....

My experiences during this class have led me to re-evaluate my career interests in these ways....

As a result of my experiences during this class, in my remaining time at UK I plan to.....

Wrap up the paper with your answer to the following:

Imagine that you have graduated and you are in an interview for your dream job. Describe this job.

Then, the interviewer looks at your resume and sees that you took this class. The interviewer asks you to describe your experience and then to comment on how this class helped to prepare you to succeed in this job. Present your answers to these questions.

"I see that you shadowed this type of person/or did an internship with X. Tell me what this group is and then tell me how you feel this particular shadowing or internship contributed to your personal and professional growth."

Finally, take a step back, and put the semester in perspective. What did you learn about networking, personal contacts, rejection, time management, your personal finances from these experiences? What are your passions (or your aversions) and how can you translate those into a career that you will love? What did you learn about the world of work and the steps you need to take to find your dream job?

The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced in an email to you and on Blackboard.

Technical information for this course

At a minimum, you must have access to an e-mail account to participate in this class. Information will be e-mailed to you and will also be available on Blackboard. Therefore, you will also be required to access Blackboard for this course. You must create an active directory account and utilize this web site. Directions for activating your active directory account are available on the Blackboard web site (<http://www.elearning.uky.edu>). On Blackboard you will find the course syllabus.

If you have questions or problems accessing Blackboard you should contact one of the following:

Teaching and Academic Support Center
<http://www.uky.edu/TASC/index.php> 859-257-8272

Information Technology Customer Service Center
<http://www.uky.edu/UKIT> 859-257-1300

Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
Carla Cantagallo, DL Librarian. (dllservice@email.uky.edu)
Local phone number, 859-257-0500, ext 2171; long distance phone number, (800) 828-0439 (option 6)
DL Interlibrary Loan Service
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16

Instructions for submitting assignments

All assignments will be emailed to me by midnight of the due date.

All assignments will be attached as Word files or embedded in the body of the email.

When you e-mail an assignment to me, you need to put the name of the assignment in the subject line as follows: "Garkovich plan for shadowing."

I will respond as soon as I receive it with the following message: "I got it and printed it."

You need to establish a CLD 362 folder on your email system and file your sent email with the named assignment as well as my acknowledgment of receipt of your assignment in this file until the completion of the course. This file will represent your documentation of completed and submitted assignments for this course.

Other information for this course

Quality of writing as a component of your grade

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, a portion of your grade for all your assignments and quizzes will be based on the clarity and quality of your written presentation. I draw your attention to Part II Rules of the University Senate found at the site listed below for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in

English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English.”
(<http://www.uky.edu/StudentAffairs/Code/part2.htm>).

Academic honesty

The Departments of Sociology and Community & Leadership Development take plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Plagiarism: 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 a question of plagiarism involving their 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 acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

Cheating: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

You should read the official University policy on plagiarism at the site listed below. See Part II, Section 6.3.0 of "The Code of Student Conduct" at the following website:
<http://www.uky.edu/StudentAffairs/Code/part2.html>. You should also read the paper: "Plagiarsim: What is it?" at the Academic Ombud website: <http://www.uky.edu/Ombud/Plagiarism.pdf>
There is also an online tutorial on plagiarism entitled "How to avoid plagiarism" at the Ombud website that will help you understand what plagiarism is and how you can avoid this problem.

Late papers

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in a physical copy of the paper or E-mail me a copy dated by 8PM of the day the assignment is due. If you e-mail the paper to me, you must receive a response back saying "I got it and printed it" to confirm that the paper has been received. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

End of the semester incomplete

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.

Note to students with disabilities

The University of Kentucky welcomes students with disabilities into the University's educational programs. If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Statement of Nondiscrimination

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Some general comments and directions

Your papers may be written in the first person ("I") but should follow rules of grammar, spelling, punctuation, paragraphing, etc. In other words, this is a more formal, organized version of your log.

Only one of the short papers may be about your current job/work site. If you do this, be sure to observe someone further up the career ladder than your current position.

A truly exceptional experience may be observed/shadowed a second time BUT only with my permission.

Hope is not a strategy. "Hope is one of the most unempowering words in the English language. Why? Because it allows us to believe we're taking action, when, in reality, we're taking no action at all."
– Gail Evans, *Play Like a Man, Win Like a Woman*. NY: Broadway Books, 2004.

In other words, you will **not** write, "I hope I can get a job like this some day." Instead, you should think about writing something like this: "I intend to get a job like this some day. To make this happen, I will continue to spend time as a volunteer, because I know those contacts and networking connections will help me in my job search. In addition, I will... And I will also.... By following this plan I can stay on track to securing my dream job in the next six months."

This paper is **not** a "cut and paste" job from the two-page reports; instead, it is more analytical. Your experiences have already been described – you only need a brief (3-5 sentences) summary of each one here before you concentrate on the nature and meaning of what you observed or learned and how it all fits together for you and your future. It may make more sense for you to report on your experiences out of chronological order and clustered in some more appropriate fashion (ranked from the most useful to the least useful, for example).

From a final paper, Fall '06:

I learned I have a lot more opportunities to get a job that I'll enjoy than I originally thought. Once I quit my Animal Sciences dream I thought finding a job I'd enjoy was hopeless. But that's just not true. Knowing that there is "life after Animal Sciences" is one of the most important lessons I'm taking away from this class, and it makes me feel a whole lot better about life after graduation.

From a final paper, Spring '07

I am grateful for this seemingly easy class, which ultimately slaps you in the face and yells, "the real world is coming, get ready!" This class made me stop and assess my situation and direction, make a few corrections, and move full steam ahead.

From a final paper, Fall '07:

CLD 362 forces you to get out there and experience things that will better prepare you for the future. For me, it also opened many doors (and helped me land an internship!), all because I picked up the phone and asked people if I could observe them at work. This is like no other class because you are taught by the best teacher you can have – yourself!

From a final paper, Fall '08:

This class was the most beneficial class I have taken in my college career. Without it, I would have no internships and would have graduated without a clue about what I wanted to do next. I now have a dream job, and an action plan of how to achieve it. So watch out world, here I come!

From a final paper, Spring '09:

This semester I have learned about myself, what will help me in the work force, and what I still need to work on. CLD 362 gave me an invaluable opportunity to learn about the profession that interests me, obtain enough experience to know how I will get to that profession, and prepare myself for the real world. Whether I'm ready or not, it's coming – good thing I'm ready!

Your goal all along has been to earn a degree and land a job (you might have wanted to learn a few things along the way as well, expand your mental horizons, mature a bit, and figure out time management). Now that your goal is in sight, perhaps you're nervous about what comes next.

Contact Ms. Charlotte Anderson, the College of Ag Career Specialist (257-3468), and check out the resources in that office (N-8, Ag Science North) or at the Career Center (on Rose St., near Euclid). Be sure to set up an account on the WildcatCareerLink to get notices about jobs, internships, workshops, and career fairs. And here are some resources, including a few light-hearted titles about life after graduation:

How to Survive the Real World: Life After College Graduation. Hundreds of Heads Survival Guide, 2006.
Pestalozzi, Tina. *Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own.* 4th edition.
Courtland, OH: Stonewood Publications, 2009.

Pollack, Lindsey. *Getting from College to Career.* New York: Harper Paperbacks, 2007.

Behavioral interview strategies

http://www.quintcareers.com/sample_behavioral.html

<http://jobsearch.about.com/cs/interviews/a/behavioral.htm>

<http://blog.emurse.com/2007/05/21/complete-list-of-behavioral-interview-questions/>

<http://www.pohly.com/interview-3.html>

<http://www.best-job-interview.com/behavioral-interview.html>

Resume writing tips

<http://www.questcareer.com/tips.htm>

<http://www.bestsampleresume.com/>