SYLLABUS-Spring 2011
EDCP 499A: Transitioning to Careers in a Global Workforce (2 cr.)
Tuesdays 1:00-2:50 pm
BPS 1234

Instructor: Dr. Linda K. Gast
Office: Counseling Center
Shoemaker Building
Office Hours: By Appointment Only, Tues 3:00-4:00pm
Phone: 301/314-7668
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The purpose of this new course is to help juniors/seniors identify meaningful career paths and continuing education plans following college graduation. The course will use a developmental instruction methodology, grounded and informed by prominent career theories, relevant career development practices and tools, and contemporary career information. Career paths and individual career development will be explored within a global, multi-cultural context. The course will employ a multi-media approach to learning using contemporary and innovative approaches to instruction, such as podcasts, blogs, media clips, film, online and classroom discourse, experiential activities, online and print career assessments and tools. Assignments will engage multiple learning styles and may include readings, research, personal reflections, journaling, informational interviewing, creative models/metaphors, and a final project which will be a personal career vision. In addition to class activities and assignments, each student in this course will be asked to develop a Learning Contract tailored to his/her career development needs, priorities and goals.

Learning Outcomes:
It is the intent of this course to move students from a simplistic, static view of career choice toward a more holistic, dynamic view of career choices as developmental, throughout one’s lifespan. Weekly class attendance and active participation, and full completion of all assignments are mandatory for learning outcomes to occur. As a result of completing this course and fully participating in all activities, discussions, and assignments both within and outside of the classroom, a student will

1. Have a deeper understanding of his/her identity, particularly related to career decisions and a global work environment;
2. Understand the importance of developing a personal work ethic, informed by individual values and goals, cultural norms, and contemporary workforce expectations;
3. Know where to find and use up-to-date, reliable information about careers and career paths;
4. Have a clearer sense of career direction, and in particular will have identified at least two career paths that are consistent with individual interests, values, skills, goals and life priorities;
5. Have increased self-confidence in his/her ability to develop, change and modify career plans/goals over the lifespan in a rapidly changing workforce.
MODULE ONE: Careers and the Global Workplace
- Exploring Career Myths & Beliefs
- What Does the Global Economy Expect from College Graduates?
- Careers in Demand, Careers with a Future
- What Is My Degree Worth?

- Studying Your Successes, Investigating Your Interests
- Valuing Your Values
- What Others Ask of You
- Transferable Skills in a Dynamic Workforce
- Recognizing Your Potential, Finding Your Purpose: What is unique about me?
- What Do Spirituality, Serendipity, Chaos Theory, and Positive Psychology have to do with all of this?

MODULE THREE: Developing a Successful Career Vision
- Developing a Personal Vision Statement
- Identifying & Setting Career Goals
- Developing & Managing Your Career Network
- Lifelong Career Development
- Emerging as Active Citizens, Ethical Professionals, and Responsible Individuals

ACADEMIC DISHONESTY: Students are responsible for upholding the University of Maryland Code of Academic Integrity (http://www.studenthonoruncouncil.umd.edu/code.html) which includes cheating, falsification of information and citations, helping others to violate the Code, and plagiarism. Students may be asked to sign the “Honor Pledge” for class assignments.

STUDENT EXPECTATIONS: Attendance and punctuality are required. Any requests for excused absences or deadline extensions must be negotiated with the instructor. Students must notify the instructor in advance for absences due to religious holidays. Students are expected to come to class fully prepared and actively participate in class activities and discussions. Students who are registered with Disability Support Services and wish to receive accommodations should provide the instructor with the Accommodations Form at the beginning of the course.

ASSIGNMENTS will be due no later than the beginning of class whether submitted via hard copy or electronically to ELMS. Assignments not handed in at the beginning of class will be considered late and points will be deducted from the grade and for each additional day (including weekend days). The student is responsible for seeing that the instructor has received all assignments; the instructor is not responsible for assignments submitted outside of class or to ELMS (e.g., to the instructor’s office, mailbox, emailed). All assignments and papers must be typed, doubled spaced, black ink and written with proper spelling and grammar. Poorly written assignments will receive lower grades regardless of the content.
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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>150</td>
<td>A = 450-500</td>
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<tr>
<td>Individual Learning Contract</td>
<td>50</td>
<td>B = 400-449</td>
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<td>Informational Interviews (2)</td>
<td>100</td>
<td>C = 350-399</td>
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<td>Homework (incl. online discussions)</td>
<td>100</td>
<td>D = 300-349</td>
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<td>Personal Career Vision (final paper)</td>
<td>100</td>
<td>F = less than 300</td>
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<td><strong>TOTAL POINTS</strong></td>
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**INCOMPLETES AND GRADE DISPUTES:** In accordance with University policy and the Undergraduate Catalog, a grade of “I” (incomplete) is assigned only for work that has been of a passing quality throughout the academic term, but which for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. **Students who believe that special circumstances may warrant a grade of “I” MUST discuss this with the instructor BEFORE the last day the class meets.** For grade disputes, students have ONE (1) WEEK after an assignment is returned to schedule an appointment with the instructor to discuss the grade.

**CourseEvalUM** is the University’s online evaluation of courses. It is important that you complete evaluations for each and every course you are taking. Students can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete their evaluations, beginning in May. You will be alerted, via your official University e-mail account, about the exact dates and provided more information closer to that time. **Please complete these evaluations as they are very important in helping to improve the course for next semester’s students!**

**TENTATIVE DUE DATES:**

- **Individual Learning Contracts**
  - Drafts for Feedback (optional) | Tues, Mar. 1 (Tues, Feb.15)

- **Informational Interviews** | Tues, Apr. 5

- **Personal Career Vision** (final paper) | Fri, May 13 (or before)