The purpose of this 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 up-to-date, reliable 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 (e.g., print and online media, online and classroom discourse, experiential activities). Students will complete several career assessments using both print and online assessments and career planning tools. Assignments will engage multiple learning styles and may include readings, research, personal reflections, informational interviewing, written papers, and oral presentations. The final project will be the articulation of a personal career vision. (Student may choose a paper or oral presentation.)

Each class is designed to engage students in lively dialogue, therefore active participation is expected of all students and is necessary for learning to occur.

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 decision-making that develops over 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.
EDCP 499A: Transitioning to Careers in a Global Workforce

MODULE ONE: Careers and the Global Workplace
• Exploring Career Myths & Beliefs
• What Does the Global Economy Expect from College Graduates?
• Identifying and Setting Career Goals

• Studying Your Successes, Investigating Your Interests
• Valuing Your Values
• 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 Career Mission Statement
• Transition from School to Work/Graduate Study
• Establishing & Managing Your Career Network
• Lifelong Career Development

STUDENT EXPECTATIONS:

1) There is no textbook for EDCP 499A. This course makes active use of ELMS/Canvas. Class content, assignments, resources, online discussions and class blogs will be via ELMS. **You are expected to check and make use of the ELMS course site on a regular basis during the week and between classes.**

2) **Attendance and punctuality are required.** Students are expected to **come to class ON TIME and prepared, and to actively participate** in class activities and discussions. Just showing up isn’t enough.

3) **Absences.** Any requests for excused absences or deadline extensions must be negotiated with the instructor **prior to class or due date.** According to University policy, in the event of illness:

   a) For every medically necessary absence from class, a reasonable effort should be made to **notify the instructor in advance of the class via email or phone.** When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

   b) **If a student is absent for 2 or more classes in succession, the instructor may require documentation signed by a health care professional.**

   c) **If a student is absent on days when assignments or papers are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.**

   d) **Students must notify the instructor within the first two weeks of the semester, in writing and in person, for absences due to religious holidays.**

   [http://president.umd.edu/policies/docs/iii_510a.pdf](http://president.umd.edu/policies/docs/iii_510a.pdf)

4) **Students are expected to fully understand, learn, and complete any missed class content and assignments, regardless of the reason for absence(s).** [http://president.umd.edu/policies/docs/V-100G.pdf](http://president.umd.edu/policies/docs/V-100G.pdf)
5) **Use of cell phones, laptops and other electronic devices during class time is prohibited**, unless specifically directed/permitted by the instructor. Use of electronic devices without permission may result in a deduction of points, at the instructor’s discretion, from the student’s grade.

**ACCOMMODATIONS:** 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 & GRADING:**

1) Assignments will be due electronically to ELMS by the designated date and time.

2) **Late assignments will be accepted ONLY if you have a legitimate reason AND have confirmed arrangements with me prior to the deadline.** Sending an email prior to the deadline is not sufficient; an alternative agreement must have been reached prior to the deadline. The instructor has the right to refuse any late assignment. The student is responsible for seeing that the instructor has received all assignments; **the instructor is not responsible for assignments submitted outside of class/ELMS** (e.g., to the instructor’s office, mailbox, emailed).

3) Unless otherwise noted, **assignments and papers must be submitted as Word documents (.docx or .doc) using Times New Roman 12 pt, doubled spaced, black ink.** Papers must be **proofread** and written with **proper spelling and grammar**. Do not use informal language, slang, or jargon/colloquial phrases. Poorly written assignments will receive lower grades regardless of the content.

**GRADES will be based on the following point system:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class preparation/participation</td>
<td>150</td>
<td>A = 360-400</td>
</tr>
<tr>
<td>My Personal Budget</td>
<td>50</td>
<td>B = 320-359</td>
</tr>
<tr>
<td>Informational Interviews (2)</td>
<td>100</td>
<td>C = 280-319</td>
</tr>
<tr>
<td>Personal Career Vision (final project)</td>
<td>100</td>
<td>D = 240-279</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>400</td>
<td>F = less than 240</td>
</tr>
</tbody>
</table>

**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. [http://www.faculty.umd.edu/teach/grading.htm](http://www.faculty.umd.edu/teach/grading.htm)

**ACADEMIC DISHONESTY:** Students are responsible for upholding the University of Maryland Code of Academic Integrity 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. [http://www.president.umd.edu/policies/iii100a.html](http://www.president.umd.edu/policies/iii100a.html)
LIMITS TO CONFIDENTIALITY: While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

COURSE EVALUATIONS: You are asked to evaluate honestly every course you are taking. Please complete these evaluations as they are very important in helping to improve the course for next semester’s students! https://www.courseevalum.umd.edu/

TENTATIVE DUE DATES for major assignments (check ELMS for updates/changes):

- Informational Interviews (100 pts.)                     Tues, Oct. 21
- My Personal Budget (50 pts.)                           Tues, Nov. 12
- Personal Career Vision Project (100 pts.)              Tues, Dec. 10**

**Students doing oral presentations will give them in class on Dec. 3 or 10. All final projects, whether paper or presentation, are to be submitted to the ELMS course site according to instructions no later than 11:59pm Tuesday, Dec. 10. Again, please see ELMS/Assignments for updates to this information.