EDCP 108C: College & Career Advancement: Concepts & Skills-Choosing a Major

Spring, 2015, Section 0201
Thursday 2:30-4:20 P.M.; Meets from 02/05/2015-04/16/2015
0101 Armory Building (ARM)

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Office Hours: by appointment

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Office Hours: by appointment

COURSE DESCRIPTION: This ten week course is designed to help students decide on an academic major or confirm a choice they already have made. Through a variety of learning modes (lecture, small group discussion, assessment instruments, and experiential activities), students’ interests, values, and skills are explored to assist in making the best decision(s). Students are expected to attend and participate fully in ALL classes and activities and complete ALL assignments in order to ensure that course objectives are met.

COURSE OBJECTIVES: As a result of having fully participated in this course, each student should:
1. understand how individual interests, values, and abilities relate to the process of choosing a major;
2. identify at least two majors that are congruent with individual interests, values, and abilities;
3. understand the importance of, and have begun to develop a support system for, major/career decisions;
4. understand various decision-making and learning styles, and articulate what constitutes effective decision-making for him/herself;
5. have declared a major and/or developed a “Next Steps Plan” toward choosing a major/career path.

MODULE I – SELF-AWARENESS: Identity, Career Development & the Global Workplace
Introduction of Career Development and Global Workplace
Identity, Personality & Career Development
Influence of Others, Culture & Environment on Choices

MODULE II – SELF-DEVELOPMENT: Preferences, Performance & Values
Relating Interests, Skills, Abilities to Major/Career Choice
Academic Performance & Major/Career Choice
The Role of Personal Values in Academics & Major/Career Choice
Preparing for Decision-Making: Integrating Past Experiences with Future Goals
MODULE III – DECISION-MAKING: The Process of Choosing a Major
Career Decision-Making: UMCP Majors & Personal Career Goals
Making a Decision & Implementing Your Goal
Next Steps Plan, Moving On . . .

ACADEMIC INTEGRITY: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html.

Academic dishonesty includes:

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
(c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.”

Any student who engages in academic dishonesty will receive an F (0 points) for that assignment and may receive an F for the class. All instances of academic dishonesty will be reported to the Office of Judicial Programs for additional resolution.

EVALUATION CRITERIA: Attendance and punctuality matter! Since this is a ten-week course, attending and participating are crucial. Points will be deducted from the final grade for each unexcused absence and for tardiness. You will NOT receive a passing grade if you have more than two unexcused absence. In fairness to all students, only extreme circumstances (e.g., illness with written doctor’s excuse, death in family, hospitalization) will result in excused absence or delayed deadlines for assignments. 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 to participate in class activities and discussions.

Assignments will be due and/or collected in class at the beginning of that class. Assignments not handed in at the beginning of class will be considered late and 7 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 (e.g., to the instructor’s office, mailbox, or emailed). All papers must be typed, double-spaced, and written with proper spelling and grammar. Poorly written assignments will receive lower grades regardless of the content; grammar and spelling matter.

Individual meeting
On March 12, 2015 and April 16, 2015 each student is scheduled to meet with the instructor individually for 20 minutes to talk about what they have learned about their career interest,
strengths, and choices of majors. This is also the time for students to ask individual questions related to their career decision making process.

Grades will be based on the following point system:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>100</td>
<td>A = 360-400</td>
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<tr>
<td>Various homework/in-class assignments</td>
<td>100</td>
<td>B = 320-359</td>
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<tr>
<td>Majors exploration project</td>
<td>50</td>
<td>C = 280-319</td>
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<tr>
<td>Final paper (5-7 pages)</td>
<td>150</td>
<td>D = 240-279</td>
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<tr>
<td>TOTAL</td>
<td>400</td>
<td>F = &lt; 240</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 a paper is returned to schedule and appointment with the instructor to discuss the grade.

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.

EDCP 108C Schedule
(Updated)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Feb 5</td>
<td>Introduction to Class &amp; Syllabus Review; Global Workplace</td>
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<tr>
<td></td>
<td>Homework assignment: complete your “Occupational Dreams Worksheets” and</td>
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<tr>
<td></td>
<td>bring them to next class</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Feb 12</td>
<td>Identity, Personality, and Career Development Theories; Complete Strong Interest Inventory” (SII) in class for scoring</td>
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</table>
**Homework assignment:** complete your “Family Genogram” and bring it to the next class

Feb 19  
Ecological View of One’s Career Development: The Influence of Others, Family, Culture, and Environment on Choices

**Homework assignment:** Complete “Signature Strength” online and bring the result to the next class

Feb 26  
Character Strengths and Skills
Complete MBTI in class for scoring

Mar 5  
Holland Theory and Strong Interest Inventory group interpretation

**Homework assignment:** UMCP Majors Search Worksheet

Mar 12  
Individual meeting

Mar 26  
UMCP Majors; The Role of Academic Performance and Personal Values in Academics & Major/Career Choice

**Majors Exploration Project Due**

Apr 2  
MBTI group interpretation & What Kind of Decision-Maker Are you?

Apr 9  
Video discussion

Apr 16  
Individual meeting

**Final project due**

SYLLABUS IS SUBJECT TO CHANGE BY INSTRUCTORS
HOMEWORK ASSIGNMENTS

This class requires you to complete several homework assignments, which are very important for your integration of career development, theory, and exploration of yourself and the world of work. *You are advised to take them seriously and work on them not only to fulfill the requirements but also for your own personal benefit.* The most important criteria for grading will be depth and integration. Don’t just touch the surface; get into the topics and how they interact with your life and, most importantly, try to find ways to connect the issues and concepts in the readings and class discussions with your own experiences and future aspirations. Each assignment is *due in the beginning of the class.* Late submission is not acceptable unless legitimate reason is provided. You are highly encouraged to (but not required to) collect all of the course assignments and materials in a personal binder/folder throughout the class so that by the end of this class you will have your **personal career portfolio** for future reference.

**Occupational Dream Worksheets**
**Due: February 12, 2015**
The instructor will distribute the Occupational Dream worksheets to you by the end of the first class. Please fill out the worksheets according to the instruction. Possible resource links to help you locate needed occupational information are provided in the worksheet package. You will be asked to share the information you have gathered with your classmates.

**Family Genogram**
**Due: February 19, 2015**
Please draw your family genogram based on their gender, age, and occupations. The genogram should include your core and extended families that cross three generations (e.g., parents, siblings, grand-parents, uncles, aunts, and significant individuals who may not be related biologically). You can use an online genogram template and draw it on your computer or draw it by hand if you prefer.

**Signature Strength**
**Due: February 26, 2015**
Go to [www.authentichappiness.com](http://www.authentichappiness.com) and complete the VIA Signature Strengths Questionnaire. Print your results and bring it to the next class.
**Notes:** You will have to sign up for an account, but it does not cost anything, nor will you get mailings from them. This questionnaire constitutes 200+ questions, so it is very important that you set aside enough time to complete the questionnaire.

**UMCP Majors Search Worksheet**
**Due: March 12, 2015**
Please complete the worksheet. This homework assignment will be helpful in your Majors Exploration Project, which is depicted next.
MAJORS EXPLORATION PROJECT  
Due: March 26, 2015

The primary purpose of this project is for you to learn how to gather different types of information for your career decision making – specifically, information about majors. The secondary purpose is for you to begin to consider which majors best fit your interests, values and skills. You will gather information about one or two majors, and complete a series of questions. You will also include a list of the sources of your information. This project requires longer time than previous homework assignments. Thus, you are advised to start this assignment as early as the worksheet is given to you.

FINAL PAPER DESCRIPTION  
Due: April 16, 2015

The Final Paper for EDCP 108C asks you to integrate and synthesize all that you have learned about yourself this semester and how you have applied that learning to the process of deciding upon a major/career. Your grade will depend upon how thoroughly and thoughtfully you tie this information together. Your paper should be no shorter than 5 and no longer than 7 pages, not including attachments (see below), in 12 point Times New Roman font, and with no more than 1” margins.

The paper is due at the beginning of class on April 16, 2015. Late papers will be penalized 10 points for every day they are late (including weekend days).

When writing, make sure to integrate and discuss the following:

1) Results of the assessments you completed, which included:
   a. Strong Interest Inventory. This instrument produced a two- or three-letter code from six occupational “types” (R, A, I, S, E, C) that helped you to identify careers and academic majors that were similar to your code.
   b. Myers-Briggs Type Indicator. This instrument produced a four-letter code that helped you identify your personality type.
   c. Signature Strength. This online assessment tool highlighted your personal character strengths and how they may be related to or integrated into the different majors or occupations you are interested in pursuing.

2) Class Activities & Assignments. Class activities and homework assignments were used to help you learn about yourself, gain information about careers and academic majors, and acquire skills to help you be successful in the process of choosing a major/career. Examples of such activities are the Occupational Dreams, Family Genogram, the guided-imagery, UMCP Majors, etc. You should review all class activities and their corresponding discussion questions, materials distributed, notes you took, and your homework assignments and incorporate important observations and learning into your paper.
3) **Class discussions.** In your paper you should reflect upon your exploration process and address how well you did in terms of meeting your goals. Where were you in the beginning of the class? Where are you now? If you met or exceeded your goals, what contributed to that success? If you did not, what kept you from achieving your goal(s) and how will you revise your plans accordingly? Were any class discussions particularly helpful?

When writing, **do not reiterate** the results of each test and assignment, **rather, look for common patterns, themes, characteristics, and traits** throughout the assessments, homework, and classes. The purpose of this paper is to **integrate and synthesize.** **Ground your statements with examples** in your daily life. If information is contradictory, simply state what the nature of the contradiction is and tell which way you see yourself and why. Be creative! 😊

Possible Outline:

I. Introduction (purpose of the paper, what paper will cover, etc.)

II. What did you learn about yourself? Cover themes, traits, characteristics, etc. and give examples of how these operate in your life currently.

III. How did you progress in terms of deciding upon a major/career during the time period of this class? What is your current status with regard to choosing and major and career path?

IV. What goals did you establish? What have you accomplished in relationship to these goals? What did you learn from the process of setting goals, objectives (activities) and timelines? What are your next steps?

V. Summary and Conclusion

You may include additional items if they were particularly meaningful or helpful to you.

***Due at the beginning of class on Thursday, April 16, 2015***