COURSE TITLE: CAREER ASSESSMENT AND PLANNING

INSTRUCTOR INFORMATION

COURSE DESCRIPTION
In this course, you will use structured analysis and reflection, research and planning to create a professional development portfolio. You will learn strategies for reflecting, assessing strengths and growth opportunities, identifying support systems and agents, practicing smart goal setting, and attaining goals. Opportunities to return to this portfolio will be built into the major courses for purposes of ongoing assessment, reflection and planning.

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:
Through this course, you will be able to identify who you are and who you wish to become as a practicing professional by setting professional goals and creating a plan to achieve them:

- Developing knowledge for the kind of career you want to have
- Thinking through your strengths and fears or challenges
- Reflecting on who you are in the workplace and in life
- Identifying professional and personal support people in your network
- Understanding what career success means for you as an individual

LEARNING STRATEGIES & RESOURCES

Strategies: Online discussion, collaborative learning, research, creative activities, written reflection and analysis assignments, public speaking, and other creative activities.

Tools: Desire2Learn (D2L) site, DePaul resources, Microsoft Word, online videos, Internet-based search and assessment tools.

Syllabus, FA 199
Readings: All readings and resources for this course are available through D2L.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

There are five modules, each worth 20% of your grade, for a total of 100%. Each week is one module, allocated below.

- Two written assignments – 5% each
- Two discussion boards based on readings and videos – 5% each
- Total per week – 10%

Details about each module are provided in the Course Schedule below.

Class participation is a significant portion of creating a successful learning environment. You and your colleagues benefit from attendance and participation in order to create a community of learners. For an online course, this means making substantive contributions to the discussion boards. You and your colleagues will benefit from a robust conversation. If you face extenuating circumstances, you should communicate prior to the due date of an assignment and keep your instructor informed. This will help you stay on track.

ASSESSMENT OF STUDENT LEARNING

Due dates are posted within each module. Use your week and weekend time well to submit quality work.

- Students missing more than one week of content of this five-week course may not have met the requirements for a passing grade.
- Students who do not participate in class activities and discussions will receive a grade of "0" for those activities and discussions.
- Late submissions are subject to a deduction in the grade for that assignment if there is no advance communication.
- Students who have not submitted an assignment within five days of the due date will receive a grade of "0" for that assignment.

GRADING CRITERIA & SCALE

A = designates work of high quality; reflects thorough and comprehensive understanding of the
issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D-F = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

<table>
<thead>
<tr>
<th>A  = 95 to 100</th>
<th>A- = 91 to 94</th>
<th>B+ = 88 to 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>B  = 85 to 87</td>
<td>B- = 81 to 84</td>
<td>C+ = 77 to 80</td>
</tr>
<tr>
<td>C  = 73 to 76</td>
<td>C- = 69 to 72</td>
<td>D+ = 65 to 68</td>
</tr>
<tr>
<td>D  = 61 to 64</td>
<td>F  = 60 or below</td>
<td></td>
</tr>
</tbody>
</table>

**PASS/FAIL GRADE POLICY**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the Syllabus, FA 199
University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

**Minimum SCPS Grade Policy**

SCPS degree programs with majors (BAPSBA, BAPSC, BAH, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

**Incomplete (IN) Grade**

This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.
**Module 1: Career Planning.** How do you plan, design, and set the starting point for a career?
- Reading/Discussion: Designing Your Life
- Videos/Discussion: The Way We Work
- Assignments: Career Vision, Career Explorer

**Module 2: Goal Setting.** How do you assess the best path forward given your strengths and challenges, interests and goals?
- Reading/Discussion: Getting Unstuck
- Video/Discussion: Defining your fears, Career resources
- Assignments: Fear Setting, Career Resources

**Module 3: Professional Identity.** What factors and people shape the expectations you have for your career? How do you present yourself to others in a professional manner?
- Reading/Discussion: Leadership
- Videos/Discussion: Career Identity
- Assignments: Support Team, Networking Pitch

**Module 4: Networking.** What steps should you take, and what steps should you avoid, in finding that job and career? How do you create a professional network to help you get ahead in the workplace?
- Reading/Discussion: How not to get a job
- Video/Discussion: Career Sponsor, Networking
- Assignments: Networking Conversation, My Resume

**Module 5: Career Success.** What makes you a unique individual as a current and future professional? What are some considerations as you grow in your career to become happy and successful?
- Reading/Discussion: The End of Average
- Videos/Discussion: Career Success

**COURSE POLICIES**

This course includes and adheres to the college and university policies described in the links below:

- APA citation format (GRAD) Academic Integrity Policy (GRAD)
- Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS

University Center for Writing-based Learning
Dean of Students Office

ADDITIONAL CONSIDERATIONS

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.