

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/27/2016

1b. Department/Division: Psychology

1c. Contact Person

Name: Jonathan Golding

Email: golding@uky.edu

Phone: 257-4395

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: PSY 350

2c. Full Title: Careers in Psychology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed as an introduction to various career opportunities for students earning a BA or BS in Psychology. In addition, the course will cover various skills (e.g., resume development, interviewing skills, library research) that are necessary for applying for an advanced degree or a job. Cannot receive credit for both PSY 350 and A&S 350.

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MAY 6 2016

OFFICE OF THE
SENATE COUNCIL

2k. Prerequisites, if any: Psychology major or Psychology minor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. 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?

2. 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.

3. 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.

4. 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?

If yes, which percentage, and which program(s)?

5. 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?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. 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 Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student 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.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RLORCH|Robert F Lorch|PSY 350 NEW Dept Review|20160216

SIGNATURE|ACSI222|Anna C Harmon|PSY 350 NEW College Review|20160412

SIGNATURE|JMETT2|Joanie Ett-Mims|PSY 350 NEW Undergrad Council Review|20160506

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	6760	PSY 350 Rationale.docx
Delete	6765	careercourse_syllabus_April 27-revised.docx

First | 1 | Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed as an introduction to various career opportunities for students earning a BA or BS in Psychology. In addition, the course will cover various skills (e.g., resume development, interviewing skills, library research) that are necessary for applying for an advanced degree or a job. Cannot receive credit for both PSY 350 and A&S 350.

k. Prerequisites, if any:

Psychology major or Psychology minor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ² for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

Careers in Psychology SPRING 2017

Instructor

Dr. Jonathan Golding

118 Kastle Hall

111A Kastle Hall (mailbox)

257-4395 (Dr. Golding's office)

257-9640 (Psychology Department Office)

email: golding@uky.edu

Office Hours: Tuesday 10:00 – 11:00 AM or by appointment

Canvas

The course will use Canvas (accessed through Link Blue) to present certain information about class (e.g., announcements, grades), and to turn in some assignments.

Course Facebook Group

The course has a Facebook group that it is recommended that you join and that will help with various aspects of the class. First, as you all know Facebook has bulletin boards, instant messaging, email, and the ability to post videos and pictures. Thus, we can all communicate about class in a seamless manner. Second, Facebook will allow you to connect with other students in the class, which is an important aspect of student education. For example, you can use Facebook to contact classmates about questions regarding class assignments, class notes, or help one another prepare for exams.

The course Facebook group is available through Canvas or you can access it at:

Golding: Careers Spring 2017 (University of Kentucky)

IMPORTANT: You have 2 weeks to request to be added as a “member” of the Facebook group.

The Course

Purpose. This course is designed as an introduction to various career opportunities for students earning a BA or BS in Psychology. In addition, the course will cover various skills (e.g., resume development, interviewing skills, library research) that are necessary for applying for an advanced degree or a job. You cannot receive credit for both PSY 350 and A&S 350.

Student Learning Outcomes

After completing the course you will be able to:

- 1) describe career opportunities for psychology majors
- 2) formulate a career plan and propose steps for working toward your goals
- 3) recognize library resources and career services available on campus
- 4) develop a working resume and interview skills

Specific goals. I would like this course to be something very special for you, to be something you enjoy, look forward to, and will remember long after you leave the University of Kentucky. For this goal to be realized, we must all work together to create a unique educational experience. This will mean that you must stop thinking of yourself as a "passive academic garbage can" into which words are dumped and only retrieved for exams. You must contribute your curiosity, unique experiences, time, effort, and concern for constantly getting the most out of the course while trying to improve any aspect of class that is less than perfect. For me, this has meant rethinking my role as professor, being open to all suggestions for change, and being willing to invest time, energy, and enthusiasm into this course.

Required Readings

The required readings will be Internet articles and other relevant materials. The research articles will be available through Canvas. Please note that the reading list is not comprehensive, as a thorough coverage of the literature would require even more readings! You should contact me for additional references if you become interested in a course topic and would like to explore it further, or if a topic of interest is not represented in the course readings. Also, there may be other readings that are added throughout the semester.

Class Lectures

The class can be taught on a TR or MWF schedule depending on department needs.

IMPORTANT--please note the following:

1) You must have access to the Internet (with a uky email account). It does NOT matter if you access the Internet from home or a UK computer.

2) My overheads and handouts are protected by state common law and federal copyright law. They are my own original expression. Whereas you are authorized to take notes in class based on my overheads and handouts, this authorization extends only to making one set of notes for your own personal use, sharing one copy of those notes with a student who is enrolled in this class for his/her own studies, and no other use. You are not authorized to make any commercial use of my overheads and handouts without express prior written permission from me.

3) Be considerate of others. Please make sure that:

all cellular phones are on silent ring in class

NO text messaging on cell phones is done while in class

NO "surfing" the Web is done while in class.

The penalty for NOT following any of the above rules may be a "0" on the current or next in-class/out-of class activity.

Class Schedule (subject to change)

Week 1: Introduction

Week 2: Career Overview

Psychology-Related Careers
Careers with a Bachelor's degree vs. Advanced Degree
Gender and Careers
Minorities and Careers

Guest speaker: Human Resources Staff

ALL GUEST SPEAKERS WILL DISCUSS ISSUES OF DIVERSITY (E.G., GENDER AND RACE) WITH REGARD TO CAREER OPPORTUNITIES

Readings

Careers in Psychology, retrieved from:
<http://www.apa.org/careers/resources/guides/careers.aspx>

Website

careersinpsych.com

Week 3: Using Library and Online Resources

Guest Speaker: Librarian

Website

<http://libraries.uky.edu/>

Week 4: Mental Health Career Opportunities

EACH WEEK'S DISCUSSION OF A SPECIFIC CAREER PATH WILL PRESENT STEPS TO MOVE IN A PARTICULAR CAREER DIRECTION

Guest Speakers: Clinical Psychologist, Counseling Psychologist, PsyD, Social Worker, Sports Psychologist, School Psychologist

Readings:

Master's in Social Work, retrieved from:
<http://psychologydegreeguide.org/masters-in-social-work/>

Applying to Graduate School in Clinical Psychology, retrieved from:
<http://www.unc.edu/~mjp1970/Mitch's%20Grad%20School%20Advice.pdf>

Master's vs. Ph.D, retrieved from:
<http://www.psychologytoday.com/blog/grad-school-guru/201101/masters-versus-phd>

What Is the Difference Between a PhD in Psychology and a PsyD? retrieved from:
<http://gradschool.about.com/od/psycholog1/a/phdpsyd.htm>

Week 5: Medical, Neuroscience, and Dental Careers

Guest Speakers: MD, DDS, Physical Therapist, Neuroscientist Occupational Therapist, Physician Assistant, Admissions Officer

Readings

Being a Doctor, Pros, Cons and What It's Really Like. The Process of Becoming a Doctor, retrieved from:

<http://www.mommd.com/beingadoctor.shtml>

Dental School Admissions, retrieved from:

<http://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>

Physician Assistant, retrieved from:

http://explorehealthcareers.org/en/career/19/physician_assistant

Who are Physical Therapists, retrieved from:

<http://www.apta.org/AboutPTs/>

Week 6: Legal Professions and Law Enforcement

Guest Speakers: Lawyer, Admissions Officer Law School, FBI Officer/Sheriff/Police Officer, Forensic Psychologist

Readings

Steps to Becoming a Lawyer, retrieved from:

<http://www.learnhowtobecome.org/lawyer/>

Applying to Law School, retrieved from:

<http://www.lsac.org/jd/diversity-in-law-school/racial-ethnic-minority-applicants/minorities-in-legal-education-applying-to-ls>

Applying to Law School 101: What You Need to Know to Succeed, retrieved from:

<http://thegirlsguidetolawschool.com/law-school-application-advice-tips/>

How to Become a Paralegal, retrieved from:

<http://www.paralegaledu.org/how-to-become-a-paralegal/>

How to Become a Police Officer, retrieved from:

<http://www.learnhowtobecome.org/police-officer/>

FBI Requirements, retrieved from,

<http://www.fbiagentedu.org/fbi-requirements/>

Week 7: Writing a Resume/Letters of Correspondence (cover letter, thank you letter, and letter of acceptance)

Guest Speaker: Career Center Staff

Readings

10 Steps: How to Write a Resume, retrieved from:
<http://susanireland.com/resume/how-to-write/>

Resume Workshop, retrieved from:
<http://owl.english.purdue.edu/owl/resource/719/1/>

Week 8: Military and Government

Guest Speakers: Active military, Government Worker

Readings

Today's Military, retrieved from:
<http://todaysmilitary.com/working>

Working in Government, retrieved from,
http://gogovernment.org/government_101/pros_and_cons_of_working_in_government.php

Resume/Letters of Correspondence (cover letter, thank you letter, and letter of acceptance) due

Week 9: Personal Statement

Guest Speakers: Career Center Staff, Writing Center Staff

Readings

Write a Graduate School Essay that Will Knock Their Socks Off, retrieved from
<https://www.petersons.com/graduate-schools/write-graduate-school-essay.aspx>

Writing the Personal Statement, retrieved from:
<http://grad.berkeley.edu/admissions/apply/personal-statement/>

Week 10: Spring Break

Week 11: Business vs. Non-Profit Organizations

Guest Speakers: Business Owner, Non-Profit Organization Staff

Readings

What Kind of Students Go Into Business, retrieved from:
<http://www.thecrimson.com/article/1968/5/2/what-kind-of-students-go-into/>

Business Careers for Liberal Arts Majors, retrieved from:
<http://www.las.illinois.edu/students/career/business/>

Thinking About a Nonprofit job?, retrieved from:
<http://www.las.illinois.edu/students/career/business/>

Week 12: Higher Education

Guest Speakers: College Professors, Research Professors

Readings

So You Want My Job: College Professor, retrieved from:
<http://www.artofmanliness.com/2009/07/08/so-you-want-my-job-college-professor/>

Should I Become a Professor, retrieved from:
<http://www.macleans.ca/work/jobs/should-i-become-a-professor/>

Personal Statement due

Week 13: Human Factors and Engineering Psychology and Industrial/Organizational Psychology

Guest Speakers: Staff from Visualization Center, Engineer

Readings

Pursuing a Career in Industrial and Organizational Psychology, retrieved from:
<http://www.apa.org/action/science/organizational/education-training.aspx>

What is Industrial/Organizational Psychology?, retrieved from:
<http://careersinpsychology.org/becoming-an-industrial-or-organizational-psychologist/>

All About Human Factors and Engineering, retrieved from:
<http://careersinpsychology.org/becoming-an-industrial-or-organizational-psychologist/>

Week 14: Student Career Planning Progress

Guest Speaker: Career Services Staff

Week 15: Interview Skills

Guest Speakers: Career Services, Faculty member from Communications

Week 16: Student Career Presentations

****NOTE:** There is not a final exam for this course.

Evaluation Criteria

Your final grade point total in this course is from 0-100 points

Grades

90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
Below 60	E

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Evaluation Components

Class Participation: 10 points

10% of your grade is based on class participation. Participation is defined as any meaningful spoken contribution to the entire class (comment or question) that pertains to class material. (Note: Even if you give an incorrect answer, your effort still will typically earn you credit.) Each time you participate in class you will turn in a 3 x 5 card (with your name, seat number, and date) that day to Dr. Golding (i.e., no late cards will be accepted). **You must participate at least 6 times. If you do not fulfill this requirement your final letter grade for the course will be dropped a letter grade. That is, if you had a final grade of "A" in the course, you will be dropped to a final grade of "B" in the course.**

Career Exploration Reflections: 30 points

You will be asked to write reflection papers throughout the class. Some of these will be assigned during class, and some will be out-of-class writing. You will be given particular topics to write about, such as your reaction to a reading, answering survey questions about class, your current career goals, and your reflections on a campus event related to careers, etc. These will be primarily completed independently, but you may be asked to work in a group for some of them. You will be given at least 15 of these assignments throughout the semester. They will be graded on a 2-point scale: completed (2 points), incomplete or not meeting the guidelines (1 point), not turned in (0 points).

You must have a score above "0" on at least 80% of all Career Exploration Reflections activities. If you do not fulfill this requirement your final letter grade for the course will be dropped a letter grade. That is, if you had a final grade of "A" in the course, you will be dropped to a final grade of "B" in the course. There will be a minimum of 15 of these activities. That is, if there are 15 activities and you miss 4 or more activities without having an excused absence for each activity you miss, your final letter grade for the course will be dropped 1 letter grade. To be clear about this grading policy: your in-class/out-of-class activities grade is based on the total number of these activities. Although you may miss one or more activities due to an unexcused absence and still pass the course, you will receive a 0 for each activity missed due to an unexcused absence when your in-class/out-of-class activity grade is calculated.

Portfolio

60 points

At the end of the semester, you will create a career portfolio. The point of the portfolio is for you to have a foundation of materials to build upon as you continue your academic career. This will include revised versions of a cover letter, your resume or curriculum vita, letters of correspondence, and a personal statement. In addition, your portfolio will include a personal evaluation, where you integrate your career goals with skills developed within the major, and a two-year plan that includes specific steps you will take to fulfill these goals. Details for this assignment will be given in class. Half of these points will be for your final portfolio turned in at the end of the semester; the other half will be for the rough drafts you turn in throughout the semester according to the class schedule.

Course Policies

Attendance Policy

Attendance must be discussed with regard to lecture. First, attendance at lectures is not a specific course requirement. However, you are strongly encouraged to be present for lectures. Moreover, whether you are present or not, you will be responsible for material covered, written activities, and/or relevant announcements. It is most unlikely that you will be able to do well in this course without regular lecture attendance.

Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate

notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Make-Up Policy

In the event of an excused absence from a lecture writing assignment you have the right to make up the work. The following conditions apply to making up the work due to an excused absence. For a missed writing assignment, you must present documentation of the absence to Dr. Golding by the time you return to lecture and a make-up activity will be provided for you the day of your return. Failure to make up an excused writing assignment by following the conditions specified above will result in a grade of zero (0).

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Etiquette

I place a premium on respect in the classroom. This takes the form of coming to your lectures prepared (well-rested, having read the assigned work) and respecting others' thoughts and opinions. Distracting behaviors should be minimized.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Rationale for 3-credit PSY 350 course

It is very important that PSY 350 be a 3-credit course. The rationale for this type of course are as follows:

- 1) Students need more than a 1-hour course to effectively deal with the various aspects of career development in Psychology. PSY 350 will better prepare students to enter the job market once they leave UK.
- 2) There is more than enough material to cover in a 3-hour course. As designed, PSY 350 would have a speaker on a particular topic at one class, and then one or two other classes that will include lectures with discussions. These additional classes will also cover specific readings associated with a particular topic.
- 3) Students in PSY 350 will be afforded information on topics that can be difficult to obtain from various sources on campus. For example, the large number of Psychology majors (N =950) has made it difficult to receive adequate assistance from sources on campus (e.g., 1 social science counselor in the Stuckert Career Center).
- 4) PSY 350 is not meant to offer a minimalist view of careers in Psychology. This approach has been going on too long for Psychology majors. For example, Psychology majors as freshmen and sophomores receive very little career advice from their professional advisors in the College of Arts & Sciences. PSY 350 is designed to move in a new direction to better preparing students for a career upon graduation