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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: UNDERGRADUATE EDUCATION

Date Submitted: 6/7/2012

1b. Department/Division: Undergraduate Advising Center

1c. Contact Person

Name: Ben Withers

Email: bwithers@uky.edu

Phone: 257-3027

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 Course2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: UK 150

2c. Full Title: Career and Major Exploration: Subtitle Required

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

2g. Grading System: Pass/Fail

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 3

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

2j. Course Description for Bulletin: This course is designed to provide a basic structure for first- or second-year undergraduate students to discover career options based on interests and skills. Students will use self-exploration tools, speak with professionals in various industries, develop a resume, conduct informational interviews and produce a personal career action plan. Knowledge gained in this course will provide the structure to modify the plan as the student's interests may change over time.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

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

If No, explain: Colleges and departments may offer this course as part of their student success programming, especially when informal approaches (e.g., simple referrals to the Career Center) do not seem to have made an impact on a particular cohort of students

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This is a more formal approach to learning and offers a series of high impact activities that will prepare undergraduates for a more targeted approach to choosing (or persisting in) a particular major at UK and for life after college.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: Colleges and departments may offer this course as part of their student success programming, especially when informal approaches (e.g., simple referrals to the Career Center) do not seem to have made an impact on a particular cohort of students

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: anyone approved by UGE to teach the above course

Instructor Email: n/a

Internet/Web-based: Yes

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? This course depends on regular interaction with the instructor and in many instances may include group work and peer review.

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. The recommended textbook is available via Cengage Learning as an ebook and the required assessments are available online via the UK Stuckert Career Center's Wildcat CareerLink

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. The use of Blackboard or a similar enterprise system for secure login will most likely be used to assure the integrity of the student's work - and in addition the Wildcat CareerLink login is tied to the student's Linkblue ID to allow for use of the system by students throughout their academic career at UK and as alumni/ae

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? no

If yes, which percentage, and which program(s)? n/a

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? Because the majority of the course material is available via digital technologies and the most efficient way for a student to produce a Career Action Plan is to create it in an ePortfolio format, the majority of the course interactions can be efficiently deployed in an instructional technologies environment - counseling, academic advising and personal interviewing sessions can be conducted online via secure webconferencing.

6. How do course requirements ensure that students make appropriate use of learning resources? This course is hands-on in nature and thus will require the use of learning resources, all of which will be available online either via the UK Stuckert Career Center, the UK Libraries databases and other career-related sites

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. access is provided via secure logins as described above

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/>)? Given that the instructors may choose a variety of online resources, each particular instance of the course will be required to append the specific technologies that the student needs and the resources for support specific to each of the separate technologies

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

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. n/a

10. Does the syllabus contain all the required components? YES

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

Instructor Name: n/a

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW UK 150|20141107

Courses	Request Tracking
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New Course Form

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

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 2552	tr2Badger-UGCouncil-22Apr2013.doc
Delete 3991	UK150-Course Syllabus revised 11-7-14.doc

Select saved project to retrieve...

(* 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
- 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 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 hours³ for each meeting pattern type.

<input type="text" value="1"/> Lecture	<input type="text"/> Laboratory ⁴	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> 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 to provide a basic structure for first- or second-year undergraduate students to discover career options based on interests and skills. Students will use self-exploration tools, speak with professionals in various industries, develop a resume, conduct informational interviews and produce a personal career action plan. Knowledge gained in this course will provide the structure to modify the plan as the student's interests may change over time.

k. Prerequisites, if any:

none

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * 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:

Colleges and departments may offer this course as part of their student success programming, especially when informal approaches (e.g., simple referrals to the Career Center) do not seem to have made an impact on a particular cohort of students

6. * What enrollment (per section per semester) may reasonably be expected? 40

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 program? Yes No

If YES, explain:

This is a more formal approach to learning and offers a series of high impact activities that will prepare undergraduates for a more targeted approach to choosing (or persisting in) a

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 for ANY program? Yes No

If YES, 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) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	UK 150	Date:	10/6/2012
Instructor Name:	anyone approved by UGE to teach	Instructor Email:	n/a
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
This course depends on regular interaction with the instructor and in many instances may include group work and peer review.
- 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, and student learning outcomes, etc.
The recommended textbook is available via Cengage Learning as an ebook and the required assessments are available online via the UK Stuckert Career Center's Wildcat CareerLink
- 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 policy, etc.
The use of Blackboard or a similar enterprise system for secure login will most likely be used to assure the integrity of the student's work - and in addition the Wildcat CareerLink login is tied to the student's Linkblue ID
- 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 of the methods defined above?
no
Which percentage, and which program(s)?
n/a
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.
- 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?
Because the majority of the course material is available via digital technologies and the most efficient way for a student to produce a Career Action Plan is to create it in an ePortfolio format, the majority of the course

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
This course is hands-on in nature and thus will require the use of learning resources, all of which will be available online either via the UK Stuckert Career Center, the UK Libraries databases and other career-related
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
access is provided via secure logins as described above

Student Services

- 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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Given that the instructors may choose a variety of online resources, each particular instance of the course will be required to append the specific technologies that the student needs and the resources for support specific
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students 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.
n/a
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

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

Instructor Name: _____

n/a

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⓘ 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. A meeting, generally, represents at least 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

Submit as New Proposal Save Current Changes

UK 150: Career and Major Exploration: (Subtitle Required)

(1 credit hour, pass/fail)

Sample Syllabus

Instructor: [any teaching faculty, graduate student or professional staff at UK – must have earned at least a master’s degree to be eligible; close consultation with the UK Career Center staff is highly recommended]

Office Address:

Email, Phone and Other Contact Info:

Office Hours:

Course Description

This course is designed to provide a basic structure for first- or second-year undergraduate students to discover career options based on interests and skills. Students will use self-exploration tools, speak with professionals in various industries, develop a resume, conduct informational interviews and produce a personal career action plan. Knowledge gained in this course will provide the structure to modify the plan as the student’s interests may change over time.

Prerequisites

None

Core Student Learning Outcomes

After successful completion of this course, the student will be able to:

- Identify fields of study that are consistent with their interests, abilities and life goals.
- Develop and implement a meaningful career action plan.
- Acquire skills for achieving academic success and explain how beneficial relationships with students, faculty, and staff at UK as well as using university and community resources support their individual successes in their studies.
- Reflect on transitional issues that students often face in a college environment and problem-solve solutions for themselves, selected groups and hypothetical cohorts of students at the University of Kentucky.

Required Text

To be assigned by instructor (for example – Julie Griffin Levitt and Lauri Harwood, *Your Career: How to Make it Happen*, 7e, Cengage Learning, 2010; ISBN-10: 0538730994). Additional articles/readings may be added at the discretion of the instructor based on the needs and interests of a specific group of course participants.

Course Requirements and Grading

The course is graded on a pass/fail (P/F) basis. A grade of pass (P) will count toward graduation; however, neither a grade of P nor a grade of F will be used in calculating a student’s grade-point average. This course should not be included in the maximum number of elective courses for which a student may take as pass/fail.

In order to receive a grade of pass, you are expected to:

1. Attend ALL regularly scheduled classes. Attending class is an important part of succeeding in any course. Excused absences are defined below and can be found in Student Rights and Responsibilities, Section V (<http://www.uky.edu/StudentAffairs/code>).
2. Participate effectively in class discussions and activities. Constructive class participation is critical to the success of students (and it adds to the success of the course overall).
3. Complete all assignments on time as assigned.

The course assignments will be graded using the following grading scale:

90% - 100% = A	
80% - 89% = B	70% - 100% = Pass
70% - 79% = C	0% - 69% = Fail
60% - 69% = D	
0% - 59% = E, not acceptable, must re-submit assignment	

A mid-term grade of P or F will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). The final grade of P or F will be computed using the following grades earned:

Attendance and Constructive Participation in Class Discussions	10%
Completion of Career Assessments and Out-of-Class Activities	20%
Personal Career Action Plan – draft	20%
Personal Career Action Plan – final version	40%
Presentation of Plan at End of Term	10%

Common Assignments for All UK150 Courses

These assignments will be a collaborative effort between your instructor and the Stuckert Career Center staff. Additional assignments in the use of career assessments and out-of-class activities may be added at the discretion of the instructor based on the needs and interests of a specific group of course participants. All students enrolled in UK150 will complete these common assignments (see <http://www.uky.edu/careercenter/students/career-major-exploration> for more detail):

- Use SIGI-3 (System of Interactive Guidance and Information) and meet with a Career Advisor
- Register for a Wildcat CareerLink account, your one-stop internship and job opportunity website through the Stuckert Career Center

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

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.

Tardiness and Late Work

Student participation is vital to the success of the course overall, and tardiness is disruptive to the discussions underway. If extenuating circumstances force you to be late or absent, discuss the situation with your instructor at least one day before the class meeting.

All work is due on the day assigned, so students should plan far in advance to make sure that no work is late. If students wish to maintain full credit for a scheduled assignment, they must, in advance, negotiate with the instructor to find an acceptable compromise within a week of the original deadline. Students will not be allowed to make up for late work unless they have communicated with the instructor and have approved, alternative arrangements before the scheduled date and time.

Academic Integrity and Civility

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 <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.

Part II of Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. A first offence of plagiarism will earn a failing grade on the assignment in question; and you will not be allowed to submit any further work without a conference with your instructors during which you show us a draft of your work. The second offence will deserve a more public hearing by the Ombud with a permanent record being established in your academic file.

Similarly, students shall respect the dignity of all others and positively value differences among members of our academic community. Open discussion and debate aid academic discovery and students have the right to respectfully disagree. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.2.1. Equally, faculty has the right - and the responsibility - to ensure that all academic discourse occurs in a context characterized by respect and civility.

Students shall not engage in attacks of a personal nature or make statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors (www.uky.edu/USC/New/SenateRulesMain.htm).

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Example of Class Schedule and Session Topics

Getting to Know Yourself and the Course

- | | |
|-------------|--|
| January 11: | Opening Session |
| | <ul style="list-style-type: none">• Course Objectives• Colleges and Majors |
| January 18: | Setting Goals and Planning for my Success |
| | <ul style="list-style-type: none">• Narrowing my Major Focus• Decision Making Process |
| January 25: | Career Values and Role Models |
| | <ul style="list-style-type: none">• Career Genogram• Informational Interviewing |

Understanding Career Development Theories

- | | |
|--------------|---|
| February 1: | MBTI (Personality) or Holland Party (Personality & Interests) |
| February 8: | Strong Interest Inventory |
| February 15: | Skill Scan (Skills & Abilities) |
| February 22: | Strengths Quest Inventory |
| February 29: | Majors at UK and Understanding Options |
| March 7: | Occupational Outlook Handbook Activity - meet in computer lab |

Implementing an Action Plan

- | | |
|----------------|---|
| March 14: | SPRING BREAK – No class |
| March 21: | Building a Network |
| | <ul style="list-style-type: none">• Faculty Interview Due• Job Shadow Assignment Due |
| March 28: | Building a Resume |
| April 4: | Finalizing My Action Plan |
| April 11 & 18: | Presentations |
| April 25: | Presentations and Evaluations |

SAMPLE COURSE ASSIGNMENT EVALUATIONS

Personal Career Action Plan – Final Version – 40% of grade

Each action plan should show overall that the student is being proactive and using best practices in the use of strategies for success. A proactive and successful plan will include the following components:

- A goal statement: a narrative that describes a goal you currently consider the most important in your life
- A list of benefits for you and others around you will gain when that goal is achieved
- A description of the results or milestones to achieve in order to reach this goal (e.g., number of academic credits, courses, skills mastery levels, behavioral changes, certificates/diplomas)
- A list of resources required to reach that goal (e.g., people who will help with information or guidance, time, monetary costs, networking and supportive forces to increase the potential for reaching the goal)
- An outline of progressive action steps – and the projected time frame to complete them: a list of four or five actions you need to complete to achieve the ultimate goal (e.g., conducting research, registering for and completing courses or training, mastering skills, scheduling practice or assessment activities) and the projected completion date for each step listed
- An affirmation statement, milestone rewards or list of “positive thinking” strategies: something that you will use to remind/motivate yourself to achieve this goal

Plans will be assessed with the following rubric:

Major Components of the Action Plan	Poor (0% - 69%)	Good (70% - 87%)	Excellent (88% - 100%)
Goal Statement	Statement is unclear and poorly written; narrow in scope; unrealistic milestones	Statement is reasonable but somewhat ambiguous; includes how you and other people will benefit	Clear, concise statement showing a direct impact on your life, community and career over time
Resources	List shows little understanding of what is needed to achieve the goal, with what and by whom	List includes references to specific occupational support services, databases, credentials and reasonable choices for mentors or professional contacts	List is specific in detailed information about who and what is needed in the near and long-term in order to achieve the goal
Steps and Timeline	List is illogical, out of sync with each other and does not show how one thing is dependent on another, shows a lack of knowledge of how to use different types of resources	List shows an understanding of resources available; the timeline has sometimes unrealistic milestones	The list is clearly “hands on” (e.g., job shadowing or internships) and realistic; the timeline is achievable; a diversity of resources is expressed by the types of steps described; shows the student is aware of current events and the state of the industry or occupational sector
Affirmations or “Positive Thinking” Strategies	Statement shows a lack of initiative, too many barriers, defeatist in attitude	Includes good practice activities and includes a strategy to regularly review the Action Plan	Statement names specific mentors or behaviors that are practiced by the student in real life and have been observed in classroom activities

End of Term Presentation of Personal Career Action Plan - 20% of grade

Students will each plan a creative Showcase presentation: a multimedia presentation (slides, video and/or images or online creations/environments), whatever is the best way to share the data they have learned in the process of developing their action plan. Use of the UK Multimodal Communications Lab and the lab consultant is highly recommended in creating the presentation. Active listening by the class is required to complete the assignment, and if the student shows good planning, any relevant audience participation is an excellent component to the presentation. The Showcase is intended to demonstrate the high quality of research, professional demeanor, use of career-oriented resources and effective collaboration.

Presentation Grading Checklist

<p>CLARITY (10%):</p> <ul style="list-style-type: none">• Introduction of Plan – overall topic and logic underlying the plan is described precisely• Body of Presentation - main points expressed concisely - used key terms/names from the readings and assignments; used specific examples from self-observations and class activities• Conclusion
<p>PRESENTATION (10%):</p> <ul style="list-style-type: none">• Use of original and appropriate audio-visuals• Professional demeanor expressed throughout presentation• Creativity demonstrated• Audience's attention gained and interest kept



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April 22, 2013

TO: Dr. Karen Badger, Chair
Undergraduate Council

FROM: Francene Gilmer, Director
Stuckert Career Center, Division of Undergraduate Education

RE: Proposed UK150 course

In response to your request to explain more about the UK150 "Career and Major Exploration" course proposal, we write to provide additional information.

This course is to formalize the offerings from several units who are currently using the UK110 "Pass/Fail University Course (Title to be assigned)" for a pilot of a "Career and Major Exploration" course in partnership with the Stuckert Career Center. The Division of Undergraduate Education has been observing the regularity (and positive student reception) of these offerings. As stated in the course description for UK110, a course subtitle "may be offered at most twice under the UK 100 number (<http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/UK.pdf>)." Dr. Ben Withers, Interim Associate Provost for Undergraduate Education, has approved this new, permanent course which was developed from the work from the units using the UK110 in the past. The Career Center supplies appropriate staff support and oversight of the required assignments as the campus-wide body tasked with career exploration and counseling.

As you requested, and with Dr. Withers' approval, we have revised the sample course syllabus to include "anchor" learning outcomes that would be included in any future syllabi when offering UK 150. The lead instructor of the course when offered will be properly credentialed and subject to oversight by the Dean of Undergraduate Studies. This would be a service to the campus so that each unit does not have to create its own number. We also continue to recognize the need for flexibility for this course, so that – like all University-wide courses – any college may offer the course to meet the college's or department's particular needs. However, some of the most important assignments we have indicated in the sample syllabus as "common" assignments that will assure that future offerings of this course will evidence a close relationship with the Stuckert Career Center and its state-of-the-art services and resources.

c: Ben Withers, Interim Associate Provost for Undergraduate Education