


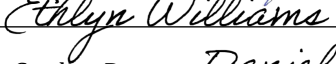

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>1-31-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title	
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>		
Effective Date <i>(TERM & YEAR)</i>				
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .		
Minimum qualifications to teach course				
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____			Date _____ <u>1/18/22</u> <u>1/28/22</u> <u>1-28-2022</u> <u>1-31-22</u> <u>1-31-22</u> _____ _____	

Email this form and syllabus to mjennning@fau.edu seven business days before the UUPC meeting.

SLS 4342.001 Professional Development

Online
3 credits

Fall, 2022

Brian Montalvo

Office: SU 220

Office hours: MWF 11-12

Classroom: Canvas

Telephone: 561-297-3533

Email: bmontal1@fau.edu



Course Description

This course focuses on career planning and management skills, including self-assessment, occupational exploration, and decision making; organizational changes affecting careers; and employability skills and strategies for implementing academic/career development plans.

Instructional Method

This class is designated as a “Fully Online Class” with no on-campus attendance requirements.

Prerequisites / Corequisites

Enrollment is open to any student in the University. A sincere interest in engaging in a broad range of educational and career development activities, including research about the changing nature of work, should be the primary factor considered in deciding to enroll in the course.

Course Objectives/Student Learning Outcomes

- Learn the importance of being purposefully responsible and active in the life/career planning process;
- Understand how personal characteristics, e.g., interests, values, and skills, influence career development;
- Become aware of the changing global economy and labor market and how it impacts individual and family career systems;

COVID-19 Statement

Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath) or students who have come in contact with confirmed positive cases of COVID-19 should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit www.fau.edu/coronavirus. In classes with face-to-face components, quarantined students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

- Be able to identify appropriate academic major, occupational, and/or employment alternatives in relation to personal characteristics;
- Increase knowledge about and use a variety of information resources to explore academic major, occupational, and/or employment options;
- Understand career development theories and use decision-making skills for life/career planning and management;
- Learn about the top career skills employers have identified as critical in today's workforce.
- Develop effective application materials including resumes and cover letters
- Learn about and use job search strategies and related employment-seeking skills;
- Understand how to formulate action plans and strategies for implementing life/career goals.

Course Evaluation Method

Grades in this course reflect student accomplishments and contributions, without regard to the performance of other students. A letter grade is assigned based on the accumulated points for the unit(s) that students complete. The plus/minus grading option is used in the class. It should be noted that Incompletes are given in only the most exceptional cases. Papers turned in late are accepted with reservations, and the points awarded will be reduced by 5% per class meeting after the due date. Test make-up dates will be considered only if arrangements are made with the instructor before the scheduled examination and a valid, written excuse is provided.

Unit I: Career Concepts and Applications, 1 hour (251 points)

- _____ Class Participation (20)
- _____ Attendance (26)
- _____ Chapter 1 Quiz (10)
- _____ Career Field Analysis (100)
- _____ Autobiography (30)
- _____ NACE Skills Activity (10)
- _____ Focus 2 Interest Inventory (20)
- _____ Individual Action Plan (10)
- _____ Unit I Performance Test (25)

Unit II: Social Conditions Affecting Career Development, 1 hour (187 points)

- _____ Class Participation (10)
- _____ Attendance (12)
- _____ *Career Field Analysis (100)
- _____ *Autobiography (20)
- _____ 2 Information Interviews (20)
- _____ Unit II Performance Test (25)

Unit III: Implementing a Strategic Career Plan, 1 hour (215 points)

- _____ Attendance (20)
- _____ *Autobiography (20)
- _____ Strategic Academic/Career Plan Project (100)
- _____ Resume (15) and Cover Letter (5) [Final copies]
- _____ *2 Information Interviews (20)
- _____ Unit III Performance Test (25)

Optional Course Activities

- _____ Research Participation (variable points depending on activities)
- _____ Extra credit career learning activity and career events (15 points)

Course Grading Scale

	A	B	C	D
Letter +	-----	568-587	503-521	438-456
Letter Only	607-653	542-567	477-502	411-437
Letter -	588-606	522-541	457-476	392-410

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Texts/Readings

Career Development and Planning: A Comprehensive Approach (5th ed.), by Drs. Robert Reardon, Janet Lenz, James Sampson, and Gary Peterson, is the textbook for SLS 4342. Kendall-Hunt publishes it. The text is used extensively in the class and all students enrolled in the class need to have their own copy. Most occupational information and reference materials used in the course are available in the Career Center Library, other educational or public libraries, and online.

Course Topical Outline

Module 1: Course Introduction and Personal Goals
Module 2: Values Clarification
Module 3: Exploring Interests and Skills Identification
Module 4: Learning about Occupations and the Career Center
Module 5: Decision Skills
Module 6: Executive Processing and Metacognitions
Module 7: Careers in a Changing World
Module 8: Organizational Culture and Effective Work
Module 9: Alternative Ways to Work
Module 10: Work / Life Balance
Module 11: Creating a Strategic Career Plan
Module 12: Written Communication in Job Hunting
Module 13: Resumes and Cover Letters
Module 14: Interpersonal Communications in Job Hunting
Module 15: Negotiating and Evaluating Job Offers
Module 16: Starting a New Job