Course Title: Career Development	Course Number: GS101	**Effective Date:** 04/17/2012 **Revision Date:** 04/02/2012 **Applies to:** All Campuses **Online available for approved campuses**
Quarter Credit Hours: 4	**Course Length:** 12 weeks	**Lecture Hours:** 48 **Laboratory Hours:** 0 **Externship/Clinic Hours:** 0 **Study/Prep/Review Hours:** 96 **Outside Hours:** 12
Instructor's Name: WILLIAM MARTIN SLOANE Attorney at Law and Pastoral Counselor william.sloane@mccann.edu	**Instructor's Office Hours:** Mon.-Thu., 12:30-1:00 p.m. and by appointment	**Meeting Days/Times:** Mon.-Tues.-Wed.-Thurs. 10:20 a.m. to 12:30 p.m. **Term Dates/Year:** 29 May 2012 to 3 July 2012

Course Catalog Description:
A course that examines issues relevant to an individual's professional success. Topics include motivation, self-esteem, attitudes, goal setting, time management, health and stress, communication, family, and employment. Students begin the creation of their professional portfolios. This course will utilize both in-class and out-of-class learning activities to achieve course objectives.

Course Prerequisite(s): None **Course Corequisite(s):** None	**Challenge Examination available?** ☐ Yes ■ No	**Research Component included?** ☐ Yes ■ No	**Portfolio Piece(s) included?** ■ Yes ☐ No

Required Media/Equipment/Software:
Custom ISBN: Keys to Success 9781256650546

Thought Patterns for a Successful Career, The Pacific Institute, ISBN 9781930622098

Keys to Success - Quick: College, Career, Life, Carter, C., Bishop, J., & Kravits, S.L., Pearson, 2012, ISBN 9780132541718

Student Portfolio, Notebook, pen, and USB storage device.

Resources:
Library, local newspapers, and Internet.

Teaching Strategies:
Lectures, demonstrations, small group work, collaborative learning, professional portfolio project, guest speakers, use of audio-visual equipment, and on-line activities.

Additional Hours Outside of Class:
Hours currently identified as Lecture, Laboratory or Externship hours are identified on the syllabus as calculated time required for delivery of content, demonstration of skill, and practical application required for reinforcement of course competencies. Additionally students will be assigned specific activities to incorporate out-of-class hours in achievement of course objectives. Out-of-class assignments will be graded as part of the overall course grade.

Outside Hours: For converted clock hour programs, assigned outside hours may be used in the calculation of total credits awarded in the class. For specific assignments, see attached course outline.

Study/Prep/Review Hours: Students are expected to be prepared for the distribution of information from their instructor through utilization of their required textbook, workbook, web resources or other outside materials. Time spent in preparation for or reflection of course lecture will approximate two hours outside of class for each lecture contact hour utilized by the instructor in delivery of the material and 1/4 hour outside of class for each hour of structured lab time. This outside preparation time may include the reading/skimming of textbook material, homework assignments, preparation for lab assignments, workbook activities, awareness/review of any safety precautions, or research of relevant supplemental information. Additionally, students are expected to record notes from course lecture to be reviewed as background for subsequent lessons, homework, or in preparation for exams. Review and reflection of classroom discussions, demonstrations, or presentation are included in the recognition of the additional outside course hours.

Course Objectives:
Upon successful completion of this course, the student will be able to
1. Examine his/her own level of personal and professional fulfillment.
2. Achieve skills to aid in College Success.
3. State his/her strengths.
4. Set personal and professional goals.
5. Identify factors of motivation.
6. Determine priorities and employ time management skills.
7. Understand and appreciate cultural diversity in the school and in the work place.
8. Identify and develop job-seeking and job-keeping skills.

Topical Outline:
The key topics/concepts in this course are
1. Self-Awareness, Self-Management
2. Goals and Obstacles
3. Strategies for Success in School and in Life
4. Motivation
5. Positive Energy
6. Communication and Relationships
7. Job-hunting skills

Course Completion Requirements:
Complete all required homework/assignments, quizzes, examinations, and projects with a passing grade.

Grading and Evaluation:
Course requirements include evaluation in the areas of class participation (including attendance), homework, quizzes, examinations, and projects as follows:

Final Grades will be determined by:		*Grading Scale:*	
Class Participation	10%	90-100%	A
Homework/Assignments	20%	80-89%	B
Quizzes	20%	70-79%	C
Examinations	20%	00-69%	F
Project (Portfolio)	30%		
Total	100%		

Class Participation: This portion of the grade includes evaluation of self-directed work habits such as attendance, class preparedness, communication, and (where appropriate) professional vocabulary, dress, or grooming. Students are expected to have read the assigned chapter(s) as identified on the syllabus and be prepared to discuss the content during class hours. Class participation may include group activities, peer review, and demonstration. Class preparation will require additional study/preparation time outside of scheduled class hours. Instructor facilitated discussions may be used in verification of course objectives.

Homework/Assignments: Homework will be assigned in this course. Assignments are due at the beginning of class on the assigned due date. Assignments turned in after the scheduled due date and time for any reason may be assessed as late credit by the instructor. Homework is assigned as indicated on the course syllabus. Homework assignments will require outside preparation on the part of the student to execute activities in assessment of course objectives.

Quizzes: There will be both announced and unannounced quizzes. Quizzes missed for any reason will receive grades of zero (0) and cannot be made up. The lowest recorded quiz will not be counted in the final grade. Announced and unannounced quizzes will be used as a means to verify attainment of course objectives. Students will be expected to spend time outside of class studying materials in preparation for any quiz as well as time spent reviewing quiz results in preparation for homework, class discussion or examination.

Examinations: The number of examinations will be equivalent to the credit hours earned in this course and may include a comprehensive final examination. There is no makeup of examinations missed. Extreme cases of absence due to documented mitigating circumstances will be handled at the discretion of the instructor. Students are expected to utilize time outside of class in preparation for assessments. Assessments will be utilized to verify acquisition of course objectives.

Projects: Project requirements will be outlined in detailed separate instructions and will reflect the practical application of fundamentals and principles discussed in this course. Projects include library research and may also include classroom/laboratory, clinic/externship/practicum, and/or other activities. Project assignments require utilization of course materials and resources in demonstration of course objectives. Students are expected to incorporate time outside of class to research, create, and prepare projects for demonstration and assessment.

Portfolio: Instructor identified portfolio assignments will require additional time outside of class in preparation for final submission of course portfolio. Portfolio assignments are an integral part of the recognition of attainment of course objectives.

Attendance Policy:
Because of the intensive nature of this course, attendance is mandatory. Students are expected to comply with the school's attendance policy as published in the school's catalog. All absences, late arrivals, and early departures are recorded and become a part of the student's permanent record. No distinction will be made between excused and unexcused absences. Failure to comply with the attendance policy can result in reduction of the final grade, course failure, suspension, or dismissal. Externship and clinic courses and programs which are considered clock hour programs for Title IV purposes, have their own specific attendance criteria and may require make-up of all hours missed.

Make-up Policy:
Students are accountable for all work missed during periods of absence. Students are responsible for contacting their instructors about any make-up of class work missed. All make-up is at the sole discretion of the instructor. Make-up of missed classes does not erase an absence from a student's record. See Grading above for additional information.

Special Needs:
Students in need of special accommodation should notify the instructor in writing by the second class session.

Course Outline:
See attached.
- **See attached outline of structured in-class sessions**
- **For Programs identified as clock-hour programs, the following Additional Outside Hours are required hours utilized to calculate Total Clock hours in the program:**
  11 hours - researching, writing and completing the Course Project. Projects are due at the end of class and will be used in calculation of the Project Grade. Students should be following the schedule identified in the class sessions below for completing the various components of the Included Project (Portfolio) grade.
  1 hour–Compilation of the project into the student portfolio. Students should include a reflective narrative which provides relevance of the project to the students program and career goals. Student portfolios should be presented to the instructor for sign-off, verification and feedback.

SESSION	DISCUSSION TOPICS		ASSIGNMENTS	NOTES DUE DATES
1.	Welcome and Introductions Course Overview (Syllabus, Course Outline)		Announced and unannounced quizzes are given by the instructor.	**Final Presentation Classes 25 and 26**
2.	Introduce Textbook – *Key to Success*	Introduce Textbook – *Thought Patterns for a Successful Career (TPI)* View The Pacific Institute Video: *"A Message to Students: Dr. Joe Pace"*	Students should begin exploring what items they currently possess that can become part of their portfolio. Identify skills and abilities or traits that are needed in your chosen career Read Chapter 1 – *Keys to Success* text: "Welcome to College"	Review the textbooks and workbooks as a tool for self-assessment
3.	Chapter 1: Welcome to College		Introduction to Journal writing – Review of the process and how it will be used	Project Assignment (Portfolio) Discuss requirements of the Portfolio
4.		"Scotoma" exercise DVD Unit 1: What's holding me back? Unit 2: Who am I Listening to? *Discussion and Review*	Complete Workbook Exercises in *TPI text.* Search the internet and find a personality profile test. Try searching by Briggs-Myer Print out the test results. Be prepared to discuss the results in class- next session- Print off to include in your portfolio. How accurate are the results? Read Chapter 2 – *Keys to Success* Complete Journal Reflections and Reflective Exercises as assigned.	
5.	Chapter 2: Goals and Time		Prepare a Time Management Plan for organizing your school, work and personal responsibilities What opportunities are available in your community for networking in your field? Identify resource individuals at your campus (school catalog)	**2 Outside Hours**
6.		Unit 3: Lock-on/Lock-Out Unit 4: My Brains Filter System	Read Chapter 3 - *Keys to Success* Complete exercises as assigned	
7.	Chapter 3: Learning How You Learn		Determine your Learning Style Does your learning style determine your performance in college? Discuss.	

8.	Review and Summation	Make sure you have completed your workbook assignments, reflections and journal assignments. Prepare Portfolio Pieces and have your instructor review	Possible Portfolio Items Learning Style Personality Assessment Time Management Plan	**2 Outside Hours**
Class #9 Monday 11 June	**Exam 1 on Chapters 1- 3 in *Keys to Success* and Units 1-4 of *Thought Patterns***			**Exam 1**
"		*Thought Patterns* Unit 5: How My Mind Works **and** Unit 6: Free-Flowing at a New Level	Read Chapter 8 - *Keys to Success* Complete Journal Reflections and Reflective Exercises as assigned.	
"	*Keys to Success* Chapter 8: Test Taking		Review course syllabi. How is your grade determined? What are objectives of this course? How will the instructor determine that you have met these objectives? Review Plagiarism Policy in your Campus Catalog and/or student handbook	
Class #10 Tuesday 12 June		*Thought Patterns* Unit 7: Leaning in the Right Direction **and** Unit 8: How My Beliefs are Formed		
"	*Keys to Success* Chapter 5: Reading and Information Literacy **and** Chapter 7: Memory and Studying		Read Chapter 5 and Chapter 7 - *Keys to Success* Complete Journal Reflections and Reflective Exercises as assigned. What is the difference between memorizing something and knowing something? Discuss.	
"		*Thought Patterns* Unit 9: Building My Self-Image **and** Unit 10: My Future is Up to Me	Utilize textbook resources to aid discussions	
Class #11 Wednesday 13 June	Review and Summation Complete *Personal Evaluation Notebook* exercises as assigned Make sure you have completed your workbook assignments and Personal Evaluation Notebook Prepare Portfolio Pieces and have your instructor review		Possible Portfolio Items Information on licensing exam for your course of study or additional professional development courses for your field. Test Taking Strategy – Preparation and Study plan. TurnItIn.com login information Advance organizer template to assist in reading and note taking.	**2 Outside Hours**
"	**Exam 2 on Chapters 5, 7, and 8 in *Keys to Success* and Units 5-10 of *Thought Patterns***		Be prepared to submit your Portfolio Pieces as determined by your instructor for grading.	**SEE ALSO NEXT PAGE > > > > >**

"	Exam Review and Accumulation of Portfolio Items Organize Portfolio		Read Chapter 12 - *Keys to Success* Complete Journal Reflections and Reflective Exercises as assigned.	
Class #12 Monday 18 June	*Keys to Success* Chapter 12: Careers		Identify your life-term career goals. Research your career. What are the opportunities for advancement? Discuss the Bachelor programs offered through the Wilmington campus of Miller-Motte College. Read Chapter 6 - *Keys to Success*	**2 Outside Hours**
"	*Keys to Success* Chapter 6: Listening and Note Taking		Make sure your email address at the school is current and accessible. Social Networks (Facebook, MySpace), how have these changed how we interact with each other? Discuss Discuss the online class offering available at your campus (if any).	
"		*Thought Patterns* Unit 11: I'm Worth It **and** Unit 12: Make the Unfamiliar Familiar	Utilize textbook resources to aid discussions	
Class #13 Tuesday 19 June		*Thought Patterns* Unit 13: The Next Time **and** Unit 14: Putting Life on a Want-To	Utilize textbook resources to aid discussions	
"	Review and Summation Make sure you have completed your workbook assignments and Personal Evaluation Notebook Prepare Portfolio Pieces and have your instructor review Review Material in Preparation for Exam		**Possible Portfolio Pieces Career Research Personal History Catalogue Beginning Resume (you'll build on this each quarter as you acquire new skills) Action words Personal & Professional References Interview Pointers**	
"	**Exam 3 on Chapters 6 and 12 in *Keys to Success* and Units 11-14 in *Thought Processes***		Read Chapter 4 - *Keys to Success* Complete Journal Reflections and Reflective Exercises as assigned.	**2 Outside Hours** Be prepared to submit your Portfolio Pieces as determined by your instructor for grading
Class #14 Wednesday 20 June	Exam Review and Accumulation of Portfolio Items Organize Portfolio			
"	*Keys to Success* Chapter 4: Critical, Creative, and Practical Thinking		The importance of Alternatives Problem Solving Skills and Strategies. Discuss how something <u>not</u> making a decision means that a decision gets made that you have to live with.	
"		*Thought Patterns* Unit 15: Making the Pictures Match **and** Unit 16: I Can See It!	Utilize textbook resources to aid discussions.	

Class #15 Thursday 21 June		*Thought Patterns* Unit 17: If it's to Be, It's Up to Me.	Read Chapter 9 - *Keys to Success* Complete Journal Reflections and Reflective Exercises as assigned.	
"	*Keys to Success* Chapter 9: Diversity and Communication		Discuss Diversity in the classroom, local community and the world. Read Chapter 10 & 11 - *Keys to Success*	
"	*Keys to Success* Chapter 10: Wellness and Stress Management **and** Chapter 11: Managing Your Money **QUIZ #1 on** ***Keys to Success*:** **Chapters 4, 9, 10, & 11**	**QUIZ #1 on** ***Thought Processes*:** **Units 15, 16, and 17**	Utilize campus resources (Massage Therapy department for example) to determine ways to reduce stress. Create a budget and discuss how to stick to a budget. Discuss taking time for Family and for yourself to charge your batteries and refresh your mind.	
Class #16 Monday 25 June		*Thought Patterns* Unit 18: My Better Future **and** Unit 19: My Goals – My Vision – My Future	Utilize textbook resources to aid discussions	
"		*Thought Patterns* Unit 20: If I want it, I can Create it **and** Unit 21: Rites of Passage	Utilize textbook resources to aid discussions	
"	Review and Summation Make sure you have completed your workbook assignments and Personal Evaluation Notebook Prepare Portfolio Pieces and have your instructor review Review Material in Preparation for Exam		Possible Portfolio Items: Stress reduction exercises Budget Worksheet Loan calculator (web access) Financial Aid resources	**Study for Exam 4**
Class #17 Tuesday 26 June	**Exam 4 on Chapters 4, 9-11 in *Keys to Success* and Units 18 - 21 in *Thought Patterns***		**Portfolios due**	2 outside hours
"	Exam Review and Accumulation of Portfolio Items Organize Portfolio			
"	Final Presentations			
Class #18 Wednesday 27 June	Final Presentations			
"	Final Presentations			
"	Final Presentations			
Class #19 Thursday 28 June	Final Presentations **QUIZ #2 on all assignments in both texts**			
"	Course Wrap-up/Discussion/Questions			
			Total Hours	**48 in-class hours 12 outside hours**

Possible Portfolio Collections – Your instructor may assign some or all. Please check with your instructor on what their expectations are for the items collected in your portfolio.

	Internal	External
Building Communities	College Catalog – find out who and what resources are available at your campus and in your community. List them, print out and maintain in your portfolio Assign students exercise to interview a campus resource person (can have them draw names). Have students describe to the class what the resource persons role is, where their office is location and what they do.	Web resources available for additional information regarding learning styles and the value of a college education.
Personal Responsibility	Introduce TurnItIn.com and have students create their accounts. They should record their account information in their portfolio. Print out and maintain a record of the site address, their login credentials and the Quick Start Guide. They will use this software throughout their academic career to submit class paper assignments	Find newspaper articles regarding plagiarism. Discuss why academic integrity is important.
Time Management	Find your Time Style Create a time Log Print out students' program sequence sheet and have them determine how they will progress through their program. What is their expected graduation date? How can they stay on track? Discuss registration of classes for the following quarter and the process for "signing-up." Have students print out the College Calendar with important campus associated dates. Place in Portfolio. Create a Time Management Plan Schedule Study time. Work on creating study groups within the class. Discuss the importance, from an employer perspective, of being punctual and dependable.	Have students create a schedule for the current quarter. Be sure to schedule study time. Have students research online operating hours of businesses. Recommend additional reading resources: ***The Seven Habits of Highly Successful People (Steven Covey, Fireside 2004)*** *o*r other printed material.
Note Taking	Determine Learning Style Determine your most effective note taking method. Include instructions on how to organize notes. Make a list of students in this class who are in the same majors, create network list and place in portfolio.	Locate web resources that discuss note taking methods: Cornell method, Outline Method, Mapping, Charting, Sequence, and/or SQ3R.
Test Taking	Have students retain copies of tests in this class. Discuss the importance of utilizing the portfolio as a resource for refreshing their memory of learned material. Tests are great resources for studying for certification exams.	Go online and find some test taking strategies. Print out and place in portfolio.
Reading and Remembering	Develop a plan for organizing reading assignments. Keep in Portfolio as a reference tool.	Go online and find resources that help reinforce active listening skills. Print out and/or list these addresses for future reference.
Careers	Make a list of potential employers in your area that you would like to work for once you have earned your degree. List the	Research salary ranges for your career, opportunities for advancement and educational qualifications.

	reasons for selection, phone number and contact person is known. Create a list of possible interview questions. Maintain this list throughout your career and add to it.	Research any certification exam or licensing exam required in your field or that would provide advancement opportunities. Print out and place in Portfolio
Technology & Information	What is the school's computer policy? Print out and place in Portfolio. Create a list of key individuals at the campus and their email addresses. Include next to each person's name, the department they are in and types of questions they can answers or assistance they can provide. What is the address to technological resources for this class?	Find the schools web address on the internet. Maintain a record of this address. Access the portal for distance education classes offered at your campus. What web sites are specifically targeted to your career? (Make sure you are locating .org sites and not .com sites.) Locate the web address for any licensing or certification exam for your program. Print out the web address and maintain in your Portfolio.
Decision Making & Problem Solving	Determine what is most important to you in deciding among alternative job offers. Realize that these priorities may change and will need to be revisited. Journal reflection - decisions crossroads – This is a question that may be asked by a potential employer. Students should think about this and keep it in their journal.	Go to the internet and find some problem solving tools. Find tools that you feel will be beneficial to you in your school and professional career. Place in your portfolio.
Diversity	Review the Skill Building exercises at end of Chapter 9 of your text. Print out and place in your portfolio.	Go to the US Census Bureau web site; find information that gives you the breakdown of ethnicity for the US, for your state, and for your county. Find information that discusses past percentages. Why is it important to be familiar with this information? Print out this information and place in your portfolio. Access at least one web site on diversity. Make sure you are collecting information that will help you be successful in your career as you will need to be able to work with individuals from varying background, religious preferences, ethnicity, gender and age.
Stress	Have someone from the Massage Therapy department come in and show some stress reliving techniques	Encourage students to exercise regularly.
Budgeting	Have students create a budget. Utilize computer resources on campus to provide budgeting templates. Discuss student loans and the importance of maintaining good credit. Discuss Needs and Wants and the importance of sticking to a budget.	Jan or April Term: Access the FASFA site and complete paperwork based on latest tax returns. Utilize internet resources to locate a loan repayment calculator and show how making additional payments reducing the overall cost and the time to pay off loan.
Juggling School, Work and Family	Discuss ways that you can incorporate your study times with assisting your children with their homework; what kind of message does this send to your children?	Research ways that you can create "value time" with your family and for yourself.