COURSE OVERVIEW
Choosing a career can seem like a daunting process. There are so many options, and it is not always obvious how to obtain your dream job (if you even know what that is). In this course we will guide you as you consider questions such as: Who am I? Who am I becoming? What have I learned? and What do I want to learn? Together we will explore your academic interests, discuss career opportunities, connect with alumni mentors, plan your path to graduation and beyond, and consider how to create a future that is fulfilling and meaningful.

LEARNING OUTCOMES
Over the course of the semester you will:
1) develop self-awareness by identifying personal interests, strengths, weaknesses, values, and goals
2) create a professional portfolio including a resume/CV, sample cover letter, and professional online presence
3) explore career options and develop a realistic plan to pursue a career in biology, psychology or a related field

Course Meetings:
Wed 2-3:45 PM
AND Online

Pre-requisites:
BIOL 250: One year of biology or permission of the instructor
Reflection Journals: Students will maintain reflection journals in which they analyze their strengths, weaknesses, goals, values, and interests. They will reflect on academic plans and experiences, career goals, and create plans for their self personally and professionally.

Life Design Interviews: Students will prepare for and conduct two life design informational interviews with potential employers and/or employees in their desired field.

Story of Me/Professional Portfolio: Throughout the semester students will create documents and files that will help guide them through the deep self-reflection of their values and goals, analysis of career options, and discernment of career goals. This process will include:

Professional Development Plan: Students will create an individualized professional development plan which includes identifying: personal strengths, weaknesses, and talents; key knowledge needed for career that has been attained; courses/knowledge needed in future; and strategies that can be used to achieve goals.

Course Schedule

Module 1: Self Exploration
Weeks 1-5 (January 8 - February 5)

Module 2: Professional Development Plan
Weeks 6-8 (February 6 - February 26)

Module 3: Entering a Workforce
Weeks 9-12 (February 27 - March 25)

Module 4: Final Projects
Weeks 13-15 (March 26 - April 15)

Grading

Your course grade will be determined by the amount of work you put into the course, your engagement/attendance during course meetings, and the degree to which your work in the class completes key learning outcomes for the course. A contract outlining grades is on OAKS.
**EMAIL**

We strive to respond to emails in a timely manner. Emails received M-F from 8-5 PM will be returned within 24 hours. Emails received after normal business hours may not be returned before the next business day. Please use your g-mail/institutional email account when sending class correspondence and include the course name (BIOL 250/PSYC 315) in the subject line.

**NAMES AND IDENTITIES MATTER!**

We will gladly honor your request to address you by the name and gender pronouns of your choice. Dr. Wilhelm uses she/her/hers pronouns, and Dr. Korey uses he/him/his pronouns. Please advise both of us as early as you feel comfortable of your preferences.

**ACADEMIC HONESTY**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. Students can find the complete Honor Code and all related processes in the Student Handbook.

**TECHNICAL ISSUES**

If you have questions about course content, please email Dr. Wilhelm or Dr. Korey promptly. If you experience technical problems, please contact Student Computing Support Desk (phone: 843-953-5457) or email: studentcomputingsupport@cofc.edu.

**ATTENDANCE AND PROFESSIONALISM**

This is hybrid in-person and online course. Your presence and active participation in both environments is critical to the success of this course. Due to the discussion and interaction-oriented format of this course, much of the learning is hands-on or experiential and requires you to be present and actively engaged in the class. While it is recognized that some people are more comfortable with participating than others, it is expected that you will be present, prepared, and willing to share your thoughts, ideas, and experiences. Missing more than 1 class period will result in a major grade penalty.

In addition to attending class weekly, you are expected to log-in to OAKS at least twice a week to review modules, participate in discussion board posts, and complete homework assignments. You should schedule at least 3-5 hours per week for these online activities in addition to preparing for and attending class.

As practicing professionals, we expect you to communicate both ethically and professionally at in class as well as in our online environment. Please engage in communication that is sensitive to cultural values and beliefs, that is truthful and accurate, and that fosters mutual understanding and respect. Failure to do so will result in possible removal from the course.

**ADDITIONAL RESOURCES**

**SNAP SERVICES:**

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

**FINANCIAL CHALLENGES**

If a student has difficulty affording groceries or getting sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, please contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. We can assist you with identifying available resources.

**WEATHER/COLLEGE CANCELLATIONS**

If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.
Career Exploration Course - Grading Contract Spring 2020

Your course grade is determined by the amount of work you put into the course, your engagement/attendance during course meetings, and the degree to which your work in the class completes key learning outcomes for the course. The table below describes the breakdown of each grade option. You must meet all of the specifications in the row to qualify for that particular letter grade. “Plus and minus” grades (like C- or B+) will be based on proximity to the full letter grade and overall course engagement/attendance.

An example of how this table works:
- You complete 8 of 11 journal entries
- You complete 1 of 2 life design interviews
- You earn an 80% on the Story of Me Portfolio
- You earn an 80% on the Story of Me Presentation.

You have met the specifications for a B, except in the informational interview category. This would earn you a B- or a C+ based your overall engagement/attendance during our course meetings.

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Complete Reflection Journal Entries</th>
<th># of Life Design Interviews</th>
<th>Story of Me Portfolio</th>
<th>Story of Me Final Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10 of 11</td>
<td>2 of 2</td>
<td>≥ 85%</td>
<td>≥ 85%</td>
</tr>
<tr>
<td>B</td>
<td>8 of 11</td>
<td>2 of 2</td>
<td>≥ 80%</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>C</td>
<td>7 of 11</td>
<td>1 of 2</td>
<td>≥ 70%</td>
<td>≥ 70%</td>
</tr>
<tr>
<td>D</td>
<td>6 of 11</td>
<td>0 of 2</td>
<td>≥ 60%</td>
<td>≥ 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;6 of 11</td>
<td>0 of 2</td>
<td>&lt; 60%</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

Sometimes, life happens...

All of your assignments will be complete if they are turned in on time and meet the assignment specifications. But, sometimes life happens. We also understand that you all have other courses, life responsibilities, jobs, and families. Sometimes, life takes an unexpected turn. However, that shouldn’t prevent you from being successful in this class. In these instances you have two tokens you can use to turn in an assignment late or complete an assignment that did not meet all the specifications.

Finally, please do not hesitate to talk to us about any personal issues (you do not have to provide specifics) that arise during the semester so that we can arrange for the assistance you may need and make reasonable accommodations for you to complete missed work.