

COURSE OUTLINE

Professional Development and Community Activities **CHFD 3110**

FALL SEMESTER 2006

Section A:	12:30 PM - 1:45 PM Tu/Thu	Dawson Hall, Room 101
Section B:	2:00 PM - 3:15 PM Tu/Thu	Dawson Hall, Room 101
Instructors:	Melissa Morse, Ph.D, LMFT 706-549-7755 or 706-353-2309 (ext. 368) kayla@nbank.net	G. Danny Stevens, MS 706-769-7426 or 706-296-8934 dstevens84@yahoo.com

I. Course Description

This course is designed to provide Child and Family Development students with the tools to begin career development by getting to know more about the professions in CFD, getting to know more about a particular profession, producing a resume, networking with people in the professions of interest, and gaining knowledge about the job search process. In addition to lectures and class discussions led by the instructors, several guest speakers will come to speak about their areas of expertise.

Pre-requisite: permission of the CFD Department.

II. Required Texts

Griffith, J. (1998). **How to Say It at Work.** Paramus, NJ: Prentice Hall Press.

This is a complete source for more effective workplace communication. Written by the author of How to Say It Best, this text will help you avoid common verbal and non-verbal mistakes that can interfere with your career development.

Sproles, E. & Sproles, G. (1996) **Careers Serving Families and Consumers.** Englewood Cliffs, NJ: Merrill/Prentice Hall.

III. Supplemental Texts

Bailey, E.P. (2005). **Writing & Speaking at Work: A Practical Guide for Business Communication.** Upper Saddle River, NJ: Pearson Prentice Hall.

Bick, J. (1997). **All I Really Need to Know in Business I Learned at Microsoft: Insider Strategies to Help You Succeed.** New York, NY: Simon & Schuster, Inc., Pocket Books.

Careers in Early Care and Education. (1995). Atlanta, GA: Georgia Association on Young Children.

Gestwicki, C. (1995). **Developmentally Appropriate Practice: Curriculum and Development in Early Education.** Albany, NY: Delmar Publishers, Inc.

Goffin, S. & Lombardi, J. (1988). **Speaking Out: Early Childhood Advocacy.** Washington, DC: National Association for the Education on Young Children (1-800-424-2460).

Holton, E. (1998). **Peterson's New Employee – The Ultimate Survival Guide.** Princeton, NJ: Peterson's Education Center.

Luden, L. (1998). **Job Saavy: How to Be a Success at Work.** Englewood Cliffs, NJ: Prentice Hall.

IV. Selected References

Kimeldorf, M. (1997). **Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences.** Princeton, NJ: Peterson's Education Center.

Smith, Bucklin & Associates (1994). **The Complete Guide to Nonprofit Management.** John Wiley & Sons: New York, NY.

- Suggested for seniors: The best-selling job hunting book in the world is Richard Bolles' 1998 **What Color is Your Parachute?** This is a practical manual for job hunters and career changers and is updated annually. It features job hunting on the Internet.

V. Reserved Readings

Selected articles may be placed on reserve in the Science Library located in the Graduate Studies Building adjacent to the Dawson Hall gated parking lots. The required articles are available on two-hour reserve for your convenience. Instructors will advise when the articles are placed on reserve.

VI. Course Objectives

1. To introduce The Council for Early Childhood Professional Recognition's Child Development Competencies, the Child Life Certification and Gerontology Certificate Programs, Pre-K Certification, Marriage and Family Therapy Certification, the Family Life curriculum, and certification for Family Life Educators; to prepare you to assume professional roles that support individuals and promote the well-being of families throughout the life span.
2. To provide an introduction to the variety of helping and human services in the family and consumer sciences professions.
3. To develop application skills (learn by doing) through portfolio development, individual journal of class lectures/discussion and readings, and small group activities related to professional development.
4. To identify strategies for success in the College of Family and Consumer Sciences and in the workplace through contacts with potential employers and other professionals.
5. To provide experiences in using technology to develop reports and presentations, resumes, and conduct job searches.

6. To provide opportunities to develop skills in both oral and written presentations.
7. To provide experiences to develop team member abilities and cooperative small and large group skills which will help assist you in working effectively as a professional in child and family development.
8. To provide an overview and practice of effective communication skills with children, families and colleagues with emphasis on reflective listening and conflict resolution.
9. To identify and discuss professional trends related to ethics and legal issues such as confidentiality, using small and large group problem-solving activities and environmental scanning of media topics related to children and families.
10. To identify internship and service learning requirements and opportunities that will enhance success in the job market.

Activities involved in your success in learning include seminar/class participation, self-study and research, and documentation of your competencies/experiences related to course content.

VII. Course Requirements

- Preparation for a professional career will be a major focus of this course. As such, professionalism and responsibility will be expected of each student. Expectations include:

Timeliness: Class will begin and end on time. Students are expected to arrive to class on time. Assignments must be completed and submitted on time according to the course schedule to receive full credit. Five points will be deducted for every day including weekends until the assignment is received.

All assignments must be professionally prepared (i.e., word processing), be free of spelling errors, and grammatical mistakes. A reduction of 5% of total points for an assignment will be taken for more than three spelling errors. A reduction of 5% of total points will also be taken for more than three grammatical errors for an assignment. Be careful to check run-on sentences as well as sentence fragments. Spell-check and grammar-check are readily available and easy to use. Use of contractions are not allowed in any assignment except the journal.

Students should avoid side discussions during class lectures and presentations.

Students should avoid other rude, disruptive and otherwise unprofessional behavior. Examples include non-participation in small group activities, leaving early, leaving and coming back into the classroom during class, sleeping, reading newspapers, and doing other work during class sessions.

Observance of these expectations will be assessed and evaluated as part of the Attendance/Participation requirement.

- Reading assignments should be completed in advance of class in preparation for class discussion. Due to availability of guest speakers, instructors may have to alter individual class sessions. Regardless of class topic, the reading assignment for each class session will be due as noted on the course schedule.
- Class attendance and participation are essential and will be evaluated. It will be the responsibility of each student to sign the class roster (attendance credit will not be given without signing the roster). It will be the students' responsibility to provide a written statement regarding their absence the class period after the absence. Through effective class attendance and participation, students will find opportunities to contribute to class discussion, to develop teamwork with other students, and earn participation points. In addition, assignments may be made in class.
- It is the students' responsibility to review the Course Assignment Overview for more detailed information on assignments.

Career Planning Exercise	50 points
Informational Interview Paper	100 points
Informational Interview Presentation	100 points
Journal of Readings/Class Sessions (2 X 150 points)	300 points
Attendance/Participation	200 points
Portfolio	250 points

Total	1000 points
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VIII. Course Evaluation

1000 -900 points	A	699 - 600 points	D
899 - 800 points	B	below 600 points	F
799 – 600 points	C		

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

COURSE ASSIGNMENT OVERVIEW
CHFD 3110
Professional Development and Community Activities

I. Journal of Class Readings/Experiences

What the journal should contain

Maintaining a weekly journal is one way of committing yourself to your own development as a person and a professional. A journal of your class readings and class experiences should include your reactions to:

- all the readings
- class presentations by community resource and guest speakers
- class lectures
- other learning experiences you may have associated with each weeks' sessions and assignments.

In most cases, you will want to discuss:

- what you are learning about yourself
- your own career plans
- professional development
- as well as yourself in the role of helping or service professional.

The emphasis in your journaling experience should be on your subjective interpretation of the readings and experiences **not summarizing the material present ed in class or the readings**. In other words, describe what it means to you or how you could use the information in your professional and personal life. If you find something that is very meaningful to you, please comment about that. Reflection on what we have read or experienced is critical to learning, so use the journal as an opportunity to reflect. If you are absent and therefore unable to write about what was presented in class, for that portion of the journal, write on your overall experience in class or your work on one of the assignments and any personal insights you have developed as a result.

Stylistic and presentation of the journal

1. Please keep journal entries to more than one half (1/2) page a week but no more than two (2) pages per week.
2. ORGANIZE your journal entries by labeling them by date, chapters and class topics, and entry number (i.e., *Week 2: January 16: Job Saavy, Chapters 1,2*).
3. Submit **stapled** in a paper folder (no 3-ring binders please) so that all pages will stay together.
4. The journal must be typed or word processed (hand-written journals will not be accepted).
5. More than 3 spelling errors will result in a reduction of by 5% of the points in the grade for the journal.

II. Career Planning Exercise

Career planning is a critical part of your job search. Included in your career planning should be a careful and comprehensive examination of the job market in your field as well as a complete self-assessment. As noted in *Careers Serving Families and Consumers*, it is critical that you “make the self-analysis necessary for intelligent career planning and decision-making”. This assignment will be completed in three parts.

Part one of this exercise is completion of the self-assessment exercises in your text *Careers Serving Families and Consumers*. Specifically, please complete self-exercises 3-3 (p. 60), 3-4 (p. 62-63), and 3-5 (p. 64-65).

Part two of this requirement includes development of your career assessment. Complete a list of potential positions or careers for yourself that you identified through your readings, class lectures or presentations, and contacts outside class that are of interest to you for future research as potential job search prospects. Also, complete the Career Profile on page 66 of *Careers Serving Families and Consumers* for your potential positions.

Part three of the assignment involves development of a 2 - 4 page paper on your career plans/goals.

In your paper, include at minimum the responses to the following:

What career would you like to pursue after college?

How did you decide upon this career?

Where would you like to live and work? Are you willing to relocate for your job?

Will this job meet your income/salary requirements? What are your salary requirements?

Will this job/career allow you to have the outside interest and activities that interest you?

What are the three most important characteristics you need or want in a job/career?

What is your plan(s) to meet your career goal?

What are the advantages and disadvantages of the job/career you have chosen or are considering?

Is graduate school a possibility for you in the future? If so, when? If not, why not?

If you are unsure of your career goals, please note this in your paper.

DEADLINE FOR CAREER PLANNING EXERCISE – September 5

NOTE: Points will be deducted for each day the assignment is submitted after the due date.

II. Informational Interview Requirement

Informational interviews provide you with an opportunity to meet professionals currently in a CFD career that you have interest in. There are two parts to this requirement.

A. Informational Interview Paper

Conduct an in-person interview with at least one professional in your chosen career or area/career of interest. This should not be a friend or relative or someone who may work for a friend or relative. Plan and schedule the interview well in advance of the due date for the paper. The people you will be contacting are busy people with full lives and in order to be respectful of them you will need to not wait until the last minute and expect them to fit you into their schedule. We recommend asking them for an hour of their time. The interview must be completed during this semester. Phone or e-mail interviews are not acceptable. It is a different and more valuable experience meeting with someone in-person. In addition, meeting the professional in his or her work surroundings will provide you with additional information about your potential career area.

Prepare a 2-4 page paper (including appendix), typed and double-spaced, summarizing the interview. A reduction of 5% of total points for an assignment will be taken for more than three spelling errors. A reduction of 5% of total points will also be taken for more than three grammatical errors for an assignment. Spell-check and grammar-check are readily available and easy to use. The paper should include at minimum the following:

- The name, title, and company/organization of the person interviewed
- Requirements (educational, experience, etc.) for the position and the mission of the organization
- A thorough description of all duties and your reaction to the responsibilities of the position
- Length of time the person has worked for the organization
- Advancement opportunities and salary range of the position
- Positives and negatives of the position
- Advice the interviewee would offer someone entering this field
- Information learned from the interview, including your personal reflections
- Your reflections on how what you learned impacts your job search and decisions about a possible career in this field
- Your personal reflections and reactions to this assignment
- In addition to the list of interview questions, any brochures, literature, or publicity about the organizations' services and products (attach to the appendix)
- A summary of how the interviewee maintains a balance between career and family
- In the appendix: a list of your interview questions (see pages 61 & 335 of the *Careers Serving Families and Consumers* for suggestions for questions)

INFORMATIONAL INTERVIEW PAPER DUE DATE October 5

NOTE: Points will be deducted for each day the assignment is submitted after the due date.

B. Informational Interview Presentation

Instructors recommend that you participate with approximately three (3) colleagues (at least two, no more than four) in developing a fast-paced, informative presentation on your interview of a child and family development professional about his/her career. Your goal is to present information to your classmates in an informative and educationally appropriate style which they can then use for their own personal and/or professional development. Teams are expected to be creative in their presentations in order to create interest for their audience, utilizing tools such as Power Point, handouts, overheads, etc. The presentation will be a team effort and therefore, the career positions of the persons interviewed should be similar enough to present in this team format (i.e., school personnel: teacher, counselor, principal).

Teams will not be assigned. It is critical that each student identify early in the semester the professional they plan to interview so that teams can be formed. Groups must be finalized by February 16. Professional dress is required for the team presentation. Each presentation will be timed with each team provided NO MORE than TEN minutes for each presentation. Instructors and classmates will individually evaluate each presentation.

CLASS PRESENTATIONS October 3, 5, 10

NOTE: Points will be deducted for each day the assignment is submitted after the due date.

IV. Attendance and Participation Requirement

Because of the nature of this course, attendance is required and critical. Material and information will be distributed during each class session that is necessary for satisfactory course completion. It is possible to earn a maximum of 200 points for attendance and participation. **Points will be deducted for each absence. After the seventh absence, the student will be required to meet with the instructors to plan for the remainder of the course.** It is the responsibility of each student to monitor the number of absences. Each student is expected to submit written documentation of each absence the class period following the absence. A statement of attendance and participation will be included in the portfolio.

In addition to attendance, each student is expected to participate fully in class activities. These activities include, but are not limited to, small-group exercises, class discussions, and class presentations (such as relevant web sites, news reports, or current events related to job market and/or CFD trends). Volunteers will be solicited on a regular basis.

Students are expected to contribute to the class in a professional manner. Coming to class late and leaving early are considered unprofessional behaviors and will affect attendance and participation points. Professionalism is an attitude and includes behaviors that can be demonstrated in class in interactions with instructors, colleagues, and guests (i.e., attention, eye contact, interest, establishing rapport, etc.). Unprofessional behavior (talking while someone else is presenting, reading other materials, doing other work, etc.) is a sign of disrespect and will not be tolerated.

IV. Portfolio Requirement

What is a portfolio? Portfolios were discovered by educators in the 1980's and used in instruction and student evaluations. In developing a portfolio, students collect physical examples of projects, activities, and samples, and document other skills and competencies required by the course or their profession. You are developing your own personal archive of your accomplishments and skills. It is hoped that developing your portfolio will help you look more closely at the quality of your efforts and take your work more seriously as you enter the CFD professional preparation phase of your career development.

Your instructors have developed some minimum requirements for your portfolio for the purpose of evaluating your accomplishments in CHFD 3110. These and other suggestions are attached to get you started. Your learning portfolio can be continued during the remainder of your degree program and then modified as a professional portfolio when you begin your career or work in Child and Family Development. A professional portfolio can be used in your job search and later as documentation for performance evaluations and promotions as well as consideration for awards in your field. You can develop additional items to place in your portfolio based on items from reading, resource visitors, and your own creativity.

We are asking you to compile what Martin Kimeldorf describes as a kind of "pre-employment" evidence or career exploration document. This is especially helpful for students and others who have limited actual work experience in their chosen field or who lack experiences outside the school environment. The artifacts you collect and include in your portfolio help establish that you possess a work ethic and work maturity (Kimeldorf, 1997).

It is suggested that you begin working immediately on developing career skills and collecting documentation or examples (i.e., proof) of what you have accomplished. Waiting until the end of the semester to begin this assignment can lead to frustration and limited learning. Your examples should also include your reaction to and reflections on the learning experience or activity. If you would like to see a reference list for portfolio development for more explanation or examples and other suggestions for work samples that can be included in a learning or professional portfolio, please see your course instructors. Remember that this assignment is not just about getting the sections completed but more about the effort put into each task.

There may be situations where you decide that one of the portfolio entries (see detailed summary of portfolio requirements in the next section) is not applicable to your personal situation. As the portfolio is intended to be a personal learning experience and a tool for future career exploration, it is acceptable (and even suggested) to consider a substitution for the entry in question. In this case, it is required that you receive counsel and prior approval from your instructor before making the substitution.

The shell of the portfolio should be a 3-ring binder notebook with dividers and a section for each item. The student name should be placed on the binder edge. Plastic covers should be used for included items. Descriptions/reflections should be detailed and should be typed or word processed.

PORTFOLIO DUE DATE November 21

NOTE: Points will be deducted for each class day the assignment is submitted after the due date. The portfolio will not be accepted after the last day of class.

THE PORTFOLIO SHOULD BE ORGANIZED IN SECTIONS, AS FOLLOWS:

1. Develop a (A) resume, (B) cover letter (to a fictional company/organization in your chosen field) and (C) thank you letter using a format suggested in one of your texts or the UGA Career Center (this is an excellent resource if you are unsure about how to complete a resume). (15 pts.)
2. Visit the Career Center at the University of Georgia during the semester. This is an important experience and the following items of documentation should be included: (15 pts.)
 - A. Provide a one-page description of your visit.
 - B. Take a career interest test and provide a copy of the results in your portfolio. You may also want to take advantage of other career development resources at the center. This resource is free and readily available to you as a student. If you are unsure of a career or major, you should attend the Career Exploration Resources Seminar. If you have taken a career inventory test previously, you may want to try other options. Provide a written summary of your thoughts on the results.
 - C. Attend the Career Center Job Fair **OR** participate in a simulated interview with a career advisor. Provide a brief but complete description of your visit or interview experience. You will need to check with the Center to determine the date and time of the Career Fair(s). If you choose to participate in a simulated interview it is advised that you schedule and complete the interview as early in the semester as possible. The CFD liaison at the Career Center will be unable to schedule you at the last minute.
3. Attend an educational seminar on such topics as diversity, conflict resolution, anxiety, etc. These may be seminars on campus or the community. Good sources will be bulletin boards in Dawson Hall, the Tate Center, the Student Learning Center, the *Flagpole*, the *Red & Black*, and the *Athens Banner Herald*. Past students have also used seminars that may occur at their part-time jobs or seminars given by organizations with whom they are volunteering. Check with the instructors if you have any questions about a seminar topic meeting this requirement. The purpose of this requirement is to give you an opportunity to experience professional obligations. Include in your portfolio a summary (at least one page) of your reflection on the seminar. (15 pts.)
4. One of the concerns listed by employers when discussing recent graduates is their lack of experience. How would you respond to this concern? Please provide in at least a one-page paper your personal experiences that will assist you in your job search. Please respond as if you are being interviewed and were asked about your experiences. Relevant experiences may include volunteer work, paid/unpaid internships, etc. (15 pts.)

5. Participate in a professional continuing education activity or event such as a workshop or Tutorial. Some of you may already be technological whizzes, while others may not be, so choose something that is appropriate to your skill level and interest. One way of meeting this requirement is to utilize a Power Point tutorial for your presentation through the College of Family and Consumer Sciences Computer website. Their website lists many tutorials including one for Power Point and links to others on a variety of topics. Other types of continuing education activities are also possible. Check with the instructors if you are wondering if an activity you want to attend will meet the criteria for this assignment. Document your attendance in your portfolio with a summary of the activity and evidence that you participated in the activity. If you choose to learn PowerPoint then include 4 to 5 slides that you created, and your personal reflection. (15 pts.)
6. Collect membership information from at least three (3) national organizations, such as the National Association for the Education of Young Children (NAEYC), National Council on Family Relations (NCFR), National Black Child Development Institute, Association for Childhood Education International, American Gerontology Association, American Association of Marriage and Family Therapists (AAMFT), and others. Contact information is available on the Internet. **However, it is important not to cut and paste the information but to provide a summarized description as specified below.** (15 pts.)

Include a description of the association and include, at minimum, the following information:

- purposes of the association
- local student chapter activities (if applicable)
- requirements for membership
- benefits of membership
- your reaction to each association you choose, including what you believe to be the benefits of joining each association

Full credit will not be given without this summary.

7. Join at least one professional association, either a national, state, or college association and volunteer for a working committee (if applicable). You must be able to document **membership and participation**. **Current volunteer work may be substituted as approved by the instructors.** The Student Child and Family Development Association is one that is inexpensive and located on campus at Dawson Hall. Please do not wait until the end of the semester to join. (15 pts.)
8. Initiate your professional library by purchasing two additional books/CD Roms, etc. related to child development. Resources that are inexpensive and available will be suggested during the semester. Include the texts in your library. **Do not use textbooks from other courses.** Place a bibliography of your collection in your portfolio for documentation and a short “book review” of the two resources. (15 pts.)
9. Include a copy of a Code of Ethics either from AAMFT, NAEYC, or other related source AND at least a one-page paper to describe your reaction to the Code of Ethics chosen. (15 pts.)

10. Identify at least three (3) issues of concern or current trends in the CFD profession. Include documentation of your source (bibliography) and a discussion of each concern or trend including your own thoughts on the issue.. A trend would be a topic of concern or issues pertaining to children and families in our society that have been identified either through research, observation or historical reference. If you use the internet to identify a source you will need to identify the source thoroughly just as you would with another source material. (15 pts.)
11. Many students report difficulty making the transition from student to employee. Please interview a recent (within one year) college graduate and provide a one-page narrative summary of her/his experience with this transition. Include in your narrative the areas that you believe will be the most difficult part of this transition for you. Suggested questions for your interviewee include: (15 pts.)
- *What was the most difficult and the easiest part of this transition?*
 - *How long did it take for you to feel comfortable as an employee in your organization?*
 - *What assisted you most in this transition?*
 - *What advice would you give me that would make my transition easier?*
12. Many decisions will confront you after graduation as you search for your first job. Hopefully, many of these decisions will have been made as you enter the job interview. To be sure, please respond to this Personal Work Inventory as if you were seeking a position in your field today. (15 pts.)
- ***Job Location***
Are you willing to relocate out of Athens? Georgia? Are there locations that you would not work?
Are you willing to work in a rural setting? Urban setting?
 - ***Salary***
Do you have a minimum salary requirement? If so, what would it be?
If asked this in a job interview, how would you respond?
 - ***Organization***
Are you willing to work for a large company or organization? A small organization?
Do you have any requirements for the organization you desire?
 - ***Balancing Work and Family Life***
If you have children, do you plan to work afterwards? Will you have any parameters?
Would you take a job that required travel?
13. There are basic interview questions that job applicants need to be prepared for. Please respond to the following popular interview questions as you would in an actual job interview. Be specific in your responses. (15 pts.)
- Please describe your strengths and weaknesses.
 - What are your long-range goals and objectives.
 - How would others describe you?
 - What have you admired in people who have previously supervised your work?

- What prior work experience have you had? What were your most significant accomplishments?
- How well do you work with others?
- Why should this organization hire you?

14. Identify and provide a review of two of the web sites presented/discussed in class that you found most beneficial and a review of two additional web sites you believe will be most helpful in your career. (15 pts.)
15. Effective planning is an integral part of career and personal development. Please provide a one-page discussion of your one- and five-year plans. In two separate sections, please include (15 pts):
 - a) discussion of your professional/career goals, specific steps you have identified necessary to reach these goals, where you see yourself professionally in one year and where you see yourself in five years.
 - b) discussion of your personal goals, specific steps you have identified necessary to reach these goals, where you see yourself personally in one year, and where you see yourself personally in five years.
16. Salary is an important aspect of job selection. It is not, however, the only factor in career planning and decision making. Cost of living (rent/mortgage, taxes, utilities, food, incidentals, entertainment, travel costs to the job, etc) and other job benefits (i.e., insurance, retirement plans, etc.) are also critical considerations. Please formulate a projected budget (assets versus expenditures) for the first year after starting your new post-graduation job. Include your average starting salary based on research into your career field (be sure to differentiate between gross and net salary) and the cost of living in your desired city/town. Provide a one-page discussion of your reaction to this exercise. (15 pts.)
17. Provide a short discussion of 1) a reflection of your attendance and participation; 2) the three most important things you learned about yourself during this semester; and 3) the three most important things you took from this course. (5 pts.)
18. Overall organization, professional appearance, creativity and neatness of portfolio will be assessed. (5 pts.)

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DEADLINE FOR SUBMISSION OF PORTFOLIO

November 21

Strict adherence to the due date will be followed. Points will be deducted for each day the assignment is submitted after the due date. The Portfolio will not be accepted after the last day of class.

Remember that this portfolio is a beginning. The portfolio requirement documents your own personal learning during college and the development of professional competencies, as well as serves as a resource collection you will need in your work with individuals, children and families. The portfolio should be a beginning which you can add as you grow professionally; so be sure to construct your portfolio according to your personal particular needs, interests, and application.

COURSE SCHEDULE

CHFD 3110

Professional Development and Community Activities

Fall Semester 2006

(The schedule may be modified at the instructors' discretion; as such, class readings may not always coincide with the class topic. Reading assignments will be due as assigned below.)

Date	Course Topics	Required Readings
WEEK 1	COURSE INTRODUCTION	
August 17	Overview of Course Requirements - introduction - expectations and evaluation	
WEEK 2	COURSE INTRODUCTION (cont.) and COMMUNICATION	
August 22	Overview of Course Requirements (continued) - texts and professional library requirement - attendance and presentation	<i>Course Syllabus & Outline</i>
August 24	Communication: The Process	<i>How to Say It... Ch. 1, 2</i>
WEEK 3	OVERVIEW OF COMMUNICATION (cont) and FCS	
August 29	Overview of the FCS and CHFD Professions - Mission of College and Department - What is a professional? Workforce 2000: Opportunities and Skills Needed	<i>CFCS, Ch. 1, 2</i>
August 31	Communication as a Helping Professional	<i>How to Say It...Ch. 4</i>
WEEK 4	CAREER PLANNING and COMMUNITY DEVELOPMENT	
September 5	Career Planning and Placement Center Services Career Pathways/Resumes *** Career Planning Exercise Due ***	<i>CFCS, Ch. 4, 14</i> Handouts
September 7	Community Issues: Collaboration, Resources and Solutions	<i>CFCS, Ch. 5</i>
WEEK 5	COMMUNITY DEVELOPMENT and COMMUNITY TRENDS	
September 12	Interacting Professionally in the Community - Board and Committee Service	<i>How to Say It, Ch. 5</i>
September 14	The Issue of "Tweens" (Newsweek)	<i>How To Say It, Ch. 6</i>

WEEK 6 GRADUATE SCHOOL and CAREERS IN GOVERNMENT

September 19 Graduate School *CFCS, Ch. 3, pgs 241-242*
- Is graduate school for you?
- How to's and why's
- Applying and receiving admission to graduate programs

****Groups Finalized for Informational Interview Presentations ****

September 21 Career Opportunities in Government *CFCS, Ch. 9, pgs.99-101,305*

WEEK 7 ADVOCACY and CAREERS IN NON-PROFIT

September 26 Advocates for Children and Families *CFCS, pgs.133-136*
- What is advocacy?
- What is your responsibility as a professional?

September 28 Careers in the Non-Profit Sector *CFCS, Ch. 10*

***** Journal One Due *****

WEEK 8 INFORMATIONAL INTERVIEWS

October 3 Informational Interviews: Presentations and Feedback *CFCS, pgs. 60-61*
October 4 – Midterm

October 5 Informational Interviews: Presentations and Feedback *CFCS Ch. 11-12*

***** Informational Interview Paper Due *****

WEEK 9 INFORMATIONAL INTERVIEWS and TIME MANGEMENT

October 10 Informational Interviews: Presentations and Feedback *CFCS, Ch. 13, 15*
March 2 – Midterm

October 12 Time Management and Setting Priorities *CFCS, Ch. 17,18*

WEEK 10 PROFESSIONALISM/ETHICS IN CFD and CHILD LIFE

October 17 Professionalism and Ethics *How to Say It, Ch. 7*
- Considerations in working with families and children
- Professional Associations Codes of Ethics

October 19 Child Life and Medical Careers *CFCS, Ch. 8*

WEEK 11 CAREERS IN SALES, BUSINESS and FALL BREAK (October 26-27)

October 24 Careers in Sales and Business *CFCS, Ch. 6*

October 26 Fall Break

WEEK 12 UNIVERSITY BASED CAREERS and FINANCIAL PLANNING

October 31 Cooperative Extension, Continuing and Adult Education, and Academia

November 2 Basics of Financial Planning *How to Say It, pgs. 96-98*

WEEK 13 COUNSELING CAREERS and EDUCATION

November 7 Careers in Counseling *How to Say It, Ch. 9, pgs. 93-95*

November 9 Alternative Careers in Education *CFCS, Ch. 7*

**** Journal 2 Due ****

WEEK 14 GRANT WRITING and JOB SEARCH STRATEGIES

November 14 Grant Writing

November 16 Job Search Strategies: Cover Letters, Applications and Interviewing *CFCS, Ch. 16*
How to Say... Ch. 3

WEEK 15 PROFESSIONAL ORGANIZATIONS and THANKSGIVING

November 21 Professional Organizations *CFCS, Ch. 19*
- Opportunities and Requirements
- National Council on Family Relations,
- National Association for the Education of Young Children, Family Life Educator Programs

***** Portfolio Due *****

November 23 Thanksgiving

WEEK 16 LIFELONG LEARNING and JOB SEARCH STRATEGIES (cont)

November 28 Discussion of Other Continuing Education Opportunities *CFCS, Ch.20*
- Lifelong Learning as a CHFD Professional
- Major Issues in Career Development

November 30 Job Search Strategies: Mock Interviews

WEEK 17 COURSE WRAP-UP AND EVALUATION

December 5 Course Wrap-Up and Evaluation

WEEK 18 FINALS WEEK: December 8 - 14

**Graded portfolios will be returned during finals week (location and times to be announced).
Grades will be turned in at the end of the week.**

PORTFOLIO REVIEW GUIDE

NAME: _____

250 - _____ = _____

- _____ 1. Develop a (A) resume, (B) cover letter (to a fictional company/organization in your chosen field) and (C) thank you letter using a format suggested in one of your texts or the UGA Career Center (this is an excellent resource if you are unsure about how to complete a resume). (15 pts.)
- _____ 2. Visit the Career Center at the University of Georgia during the semester. This is an important experience and the following items of documentation should be included: (15 pts.)
 - A. Provide a one-page description of your visit.
 - B. Take a career interest test and provide a copy of the results in your portfolio. You may also want to take advantage of other career development resources at the center. This resource is free and readily available to you as a student. If you are unsure of a career or major, you should attend the Career Exploration Resources Seminar. If you have taken a career inventory test previously, you may want to try other options. Provide a written summary of your thoughts on the results.
 - C. Attend the Career Center Job Fair **OR** participate in a simulated interview with a career advisor. Provide a brief but complete description of your visit or interview experience. You will need to check with the Center to determine the date and time of the Career Fair(s). If you choose to participate in a simulated interview it is advised that you schedule and complete the interview as early in the semester as possible. The CFD liaison at the Career Center will be unable to schedule you at the last minute.
- _____ 3. Attend an educational seminar on such topics as diversity, conflict resolution, anxiety, etc. These may be seminars on campus or the community. Good sources will be bulletin boards in Dawson Hall, the Tate Center, the Student Learning Center, the *Flagpole*, the *Red & Black*, and the *Athens Banner Herald*. Past students have also used seminars that may occur at their part-time jobs or seminars given by organizations with whom they are volunteering. Check with the instructors if you have any questions about a seminar topic meeting this requirement. The purpose of this requirement is to give you an opportunity to experience professional obligations. Include in your portfolio a summary (at least one page) of your reflection on the seminar. (15 pts.)
- _____ 4. One of the concerns listed by employers when discussing recent graduates is their lack of experience. How would you respond to this concern? Please provide in at least a one-page paper your personal experiences that will assist you in your job search. Please respond as if you are being interviewed and were asked about your experiences. Relevant experiences may include volunteer work, paid/unpaid internships, etc. (15 pts.)
- _____ 5. Participate in a professional continuing education activity or event such as a workshop or Tutorial. Some of you may already be technological whizzes, while others may not be, so choose something that is appropriate to your skill level and interest. One way of meeting this requirement is to utilize a Power Point tutorial for your presentation through the College of Family and Consumer Sciences Computer website. Their website lists many tutorials including one for Power Point and links to others on a variety of topics. Other types of continuing education activities are also possible. Check with the instructors if you are wondering if an activity you want to attend will meet the criteria for this assignment. Document your attendance in your portfolio with a summary of the activity and evidence that you participated in the activity. If you choose to learn PowerPoint then include 4 to 5 slides that you created, and your personal reflection. (15 pts.)
- _____ 6. Collect membership information from at least three (3) national organizations, such as the National Association for the Education of Young Children (NAEYC), National Council on Family Relations (NCFR), National Black Child Development Institute, Association for Childhood Education International, American Gerontology Association, American Association of Marriage and Family Therapists (AAMFT), and others. Contact information is available on the Internet. **However, it is important not to cut and paste the information but to provide a summarized description as specified below.** (15 pts.)

Include a description of the association and include, at minimum, the following information:

purposes of the association, local student chapter activities (if applicable), requirements for membership, benefits of membership, your reaction to each association you choose, including what you believe to be the benefits of joining each association (**Full credit will not be given without this summary.**)

- _____ 7. Join at least one professional association, either a national, state, or college association and volunteer for working committee (if applicable). You must be able to document **membership and participation**. **Current volunteer work may be substituted as approved by the instructors.** The Student Child and Family Development Association is one that is inexpensive and located on campus at Dawson Hall. Please do not wait until the end of the semester to join. (15 pts.)
- _____ 8. Initiate your professional library by purchasing two additional books/CD Roms, etc. related to child development. Resources that are inexpensive and available will be suggested during the semester. Include the texts in your library. **Do not use textbooks from other courses.** Place a bibliography of your collection in your portfolio for documentation and a short “book review” of the two resources. (15 pts.)
- _____ 9. Include a copy of a Code of Ethics either from AAMFT, NAEYC, or other related source AND at least a one-page paper to describe your reaction to the Code of Ethics chosen. (15 pts.)
- _____ 10. Identify at least three (3) issues of concern or current trends in the CFD profession. Include documentation of your source (bibliography) and a discussion of each concern or trend including your own thoughts on the issue.. A trend would be a topic of concern or issues pertaining to children and families in our society that have been identified either through research, observation or historical reference. If you use the internet to identify a source you will need to identify the source thoroughly just as you would with another source material. (15 pts.)
- _____ 11. Many students report difficulty making the transition from student to employee. Please interview a recent (within one year) college graduate and provide a one-page narrative summary of her/her experience with this transition. Include in your narrative the areas that you believe will be the most difficult part of this transition for you. Suggested questions for your interviewee include: (15 pts.)
- What was the most difficult and the easiest part of this transition?, How long did it take for you to feel comfortable as an employee in your organization? What assisted you most in this transition? What advice would you give me that would make my transition easier?*
- _____ 12. Many decisions will confront you after graduation as you search for your first job. Hopefully, many of these decisions will have been made as you enter the job interview. To be sure, please respond to this Personal Work Inventory as if you were seeking a position in your field today. (15 pts.)
- Job Location?** *Are you willing to relocate out of Athens? Georgia? Are there locations that you would not work? Are you willing to work in a rural setting? Urban setting?*
- Salary?** *Do you have a minimum salary requirement? If so, what would it be? If asked this in a job interview, how would you respond?*
- Organization?** *Are you willing to work for a large company or organization? A small organization? Do you have any requirements for the organization you desire?*
- Balancing Work and Family Life?** *If you have children, do you plan to work afterwards? Will you have any parameters? Would you take a job that required travel?*
- _____ 13. There are basic interview questions that job applicants need to be prepared for. Please respond to the following popular interview questions as you would in an actual job interview. Be specific in your responses. (15 pts.)

Please describe your strengths and weaknesses. What are your long-range goals and objectives. How would others describe you? What have you admired in people who have previously supervised your work? What prior work experience have you had? What were your most significant accomplishments? How well do you work with others? Why should this organization hire you?

- _____ 14. Identify and provide a review of two of the web sites presented/discussed in class that you found most beneficial and a review of two additional web sites you believe will be most helpful in your career. (15 pts.)
- _____ 15. Effective planning is an integral part of career and personal development. Please provide a one-page discussion of your one- and five-year plans. In two separate sections, please include (15 pts.):
- a) discussion of your professional/career goals, specific steps you have identified necessary to reach these goals, where you see yourself professionally in one year and where you see yourself in five years.
 - b) discussion of your personal goals, specific steps you have identified necessary to reach these goals, where you see yourself personally in one year, and where you see yourself personally in five years.
- _____ 16. Salary is an important aspect of job selection. It is not, however, the only factor in career planning and decision making. Cost of living (rent/mortgage, taxes, utilities, food, incidentals, entertainment, travel costs to the job, etc) and other job benefits (i.e., insurance, retirement plans, etc.) are also critical considerations. Please formulate a projected budget (assets versus expenditures) for the first year after starting your new post-graduation job. Include your average starting salary based on research into your career field (be sure to differentiate between gross and net salary) and the cost of living in your desired city/town (15 pts).
Provide a one-page discussion of your reaction to this exercise.
- _____ 17. Provide a short discussion of 1) a reflection of your attendance and participation; 2) the three most important things you learned about yourself during this semester; and 3) the three most important things you took from this course. (5 pts.)
- _____ 18. Overall organization, professional appearance, creativity and neatness of portfolio will be assessed. (5 pts.)



Fall Semester 2006

**Based on 50 minute classes (M-W-F), 75 minute classes (Tu-Th),
15 weeks of classes, 75 days of classes.**

Orientation	Aug. 11, F
Advisement	Aug. 14, M
Late Registration	Aug. 15, Tu
Classes begin	Aug. 16, W
Drop/Add for undergraduate-level courses (1000-5999)	Aug. 16-21, W-M
Drop/Add for graduate-level courses (6000-9999)	Aug. 16-23, W-W
Holiday (Labor Day)	Sept. 4, M
Midterm	Oct. 4, W
Midpoint Withdrawal Deadline	Oct. 9, M
Fall Break	Oct. 26-27, Th-F
Holiday (Thanksgiving)	Nov. 22-24, W-F
Classes Resume	Nov. 27, M
Classes End	Dec. 6, W
Reading Day	Dec. 7, Th
Final Exams	Dec. 8, 11-14, F, M-Th
Commencement	Dec. 15, F
Grades Due	Dec. 18, M