

**USFSP College of Business  
Undergraduate Curriculum & Assessments Committee  
Minutes of Meeting**

**Thursday, January 12, 2012, 10 AM, Piano Man Conference Room**

**Members:** Chris Davis, Grover Kearns (Chair), Mike Lockett, Dan Marlin, Todd Shank, Rick Smith, Bob Thompson (ex Officio)

**Members Absent with Regrets:** Bill Jackson

**Invited Guests:** Bob Fisher, Susan Johnson, Karin Braunsberger

**Actions:** Passed request to approve proposal to make Career Empowerment course (being offered as GEB 2935) a permanent course with at the 2000 level.

**Approval of minutes from November 12, 2011 meeting** – Minutes were unanimously approved with one correction by Bob Thompson.

**Discussion of GEB 2935** – Bob Fisher (Adjunct) discussed the course, Career Empowerment, currently being offered as GEB 2935. Discussion included examination of the course syllabus and results of a class survey that supported student's high opinion of the class. Several points were made by Bob and committee members: the class has to date been sponsored by the Marketing discipline; the primary purpose is to expose student's to different career path possibilities, students visit area firms and area firm representatives visit the class; there is documented evidence of a strong need for this class, enrollment for the class has been increasing although many students are probably unaware of its existence; and AACSB expects the College of Business to support student career development and placement.

All committee members agreed that the course was important for business students especially in the absence of a quality career development and placement function on the USFSP campus. It was unanimously agreed that the proposal to make Career Empowerment a permanent course should be approved by the UGCAC.

**Rubrics** - Bob Thompson again requested that members provide rubrics that have been used as measures for the Assurance of Learning goals. These will be used as documentation that will be available to visiting AACSB review teams. He requested that all rubrics be provided on or before Friday, January 20. Discussion included the following: rubrics can be multiple choice questions if the questions sufficiently measure the goal and differentiate between different aspects of knowledge so that the results could be used for continuous improvement; rubrics that are test questions should not be electronically posted; and rubrics should be aligned with the problem or question being measured.

**Generic Syllabi Progress** – Kearns requested that all generic syllabi be reviewed and sent to Felicia on or before January 31. Generic syllabi should reflect learning objectives that derive from a quality review process and university policies. Chris Davis asked about the source of the university policies and stated that they may be outdated. Kearns commented that these should be updated and approved by the university administration annually. Kearns agreed to prepare a request for the university graduate and undergraduate curriculum committees to consider this proposal. Shank requested that Kearns send out an email to all faculty requesting that the generic syllabi be returned to the discipline members (not directly to Felicia) and include an attached template. Kearns agreed to do so.

**Adjourn Meeting** – As there was no other business the meeting was adjourned at 11 a.m.



**USFSP College of Business  
Undergraduate Curriculum & Assessments Committee  
Minutes of Meeting**

**Thursday, November 2, 2011, 2 PM, Piano Man Conference Room**

**Members in Attendance:** Bill Jackson , Grover Kearns (Chair), Mike Lockett, Dan Marlin, Todd Shank, Rick Smith, Bob Thompson (ex Officio)

**Absent with Regrets:** Chris Davis

**Actions:** The new finance course was approved unanimously.

**Approval of minutes from October 6 meeting** – Approved unanimously without corrections.

**Finance Course** – Shank presented the syllabus for a new finance course that had previously been offered as a special study course. The course does not require additional resources and will serve as an elective in the finance program. Approval of the course was unanimous.

**AOL Fall 2011 Report** –Thompson reported that some of the AOL's scheduled for the fall 2011 semester were not yet available and encouraged members to contact persons within their areas who were responsible for the AOLs to complete them in a timely manner. He also stated that we need the support for the measurements in our documentation.

**Generic Syllabi Progress** – Kearns requested members contact the appropriate discipline members and encourage them to submit the generic syllabi by the end of January, 2012. Each course in the program must have a generic syllabus.

**Rubrics for Assessments** – Thompson noted that we needed to create rubrics for measurement of AOLs.

**Educating faculty on AACSB and AOLs** – Thompson discussed the upcoming Assessments Day activities for January 6, 2012. One activity would include having faculty grade a learning objective using a standard rubric.

**Adjourn Meeting** – The meeting was adjourned at 3:35 p.m.



# GEB 2935 - 601

*ST: Career Empowerment*

<b>Instructor:</b>	Bob Fisher, MBA (Harvard)	<b>E-mail:</b>	rfisher@mail.usf.edu
<b>Classroom:</b>	Bay 225	<b>Homepage:</b>	Blackboard course website
<b>Telephone:</b>	(727) 278-8946 (cell)	<b>Class Time:</b>	TR 12:30pm – 1:55pm
<b>Office:</b>	Shared Adjunct Office	<b>Office Hours:</b>	Before/After Class or by appointment

## Course Type

Special Topics in Business; 3 credit hours; graded. Sponsored by COB marketing department.

## Course Prerequisites

None. Course is open to any student but targets freshman students who seek to 1) identify careers that would best match their interests, skills and needs, 2) establish an education (and extracurricular) plan/path to develop the critical skills for this career area, 3) develop fundamental career management skills (resume, cover letter, job interviews, etc.) and 4) create a networking/internship plan to proactively pursue the chosen career area.

## Course Description

This course is an “instructor-facilitated” process for personalized career and education planning. Students will utilize a variety of tools for self-assessment and career exploration to develop “informed” education and career plans. Each plan will include specific action items with timetables (future academic courses, extra-curricular activities, internships, industry/company follow-up, networking, etc.). Guest speakers (w/expertise in specific industries and functions) will be heavily utilized to provide relevant, real-life perspective. Each student will create a digital “portfolio” containing his or her research, analysis and plans. After completing their career research and evaluation, instructor will endeavor to provide each student with an opportunity for on-site visits with career professionals in their area of career interest.

## Class

1 ½ hour classes twice per week in computer lab, plus time TBD for on-site visits. Significant work will be performed online both inside and outside the classroom. Class time will be dedicated to guest lectures, brief overviews of career/education tools, one-on-one support from instructor, teamwork (e.g., resume critique, mock interviews,

networking ideas) and students using online tools in a customized assessment/evaluation/planning process. **CLASS ATTENDANCE IS REQUIRED.**

### **Course Objectives**

After completing this course, the student will have:

1. A better understanding of which career choice(s) would best meet their unique needs
2. A goal (education, career, personal fulfillment)
3. A plan (education, extracurricular, skill development, career development)
4. An ability to perform a basic evaluation of an industry and a company to assess their potential for career development.
5. Improved skills in resume writing, industry/company research, interviewing and networking.
6. A better understanding of the challenges and opportunities in the intensely competitive global workplace.

### **Assessment Tasks**

You will be asked to demonstrate these learning outcomes through research, written documentation, oral presentations and teamwork.

### **Required/Supplementary Text**

**None.** All required course material will be provided online at a variety of web sites at no cost to USF St. Petersburg COB or to students. Many of these web sites are non-profit and/or U.S. government funded and include (but are not limited to) oNet, CareerOneStop, Occupational Outlook Handbook, CollegeCareerLifePlanning, MyPlan, and YouTube. Students will have access to a digital library of tools and resources (digital toolbox) for career and education planning/management both during and after course completion. This digital library will be continuously improved and expanded. Guest lecturers may be videotaped to provide future students with a “video library of expertise”. Students will be asked to provide ideas (and possibly content) for improving the “digital toolbox”.

### **Methodology**

1. Instructor and guest lectures/presentations
2. Online research and analysis (student-directed, instructor-facilitated)
3. Team-facilitated skill development and learning activities (e.g., resumes, interviews, analysis)
4. Individual and team oral presentations
5. Portfolio development (research, analysis and plans)

### **Instructor Philosophy/Comments**

Career exploration can be fun and exciting. It should also be serious and meaningful. Effective career exploration and planning requires a strong personal commitment to invest the necessary time and energy to make informed choices about your future. The process will require students to be motivated and engaged. This course will focus on the practical (rather than theoretical) application of a wide assortment of tools to explore, research, evaluate and plan (education, career) rather than using exams to test the retention of specific knowledge.

### **Course Expectations Grades & Policies**

1. Review any assigned material prior to the class period in which the material is covered.
2. Attend each class in its entirety AND effectively utilize class and group time.
3. Monitor the course on Blackboard and check your official USF email account regularly.
4. It is the student's responsibility to learn what was missed when absent and to get notes, assignments, etc. from another member of the class. Being absent is not a legitimate reason for being unaware of announced changes in class activities and dates for assignments.
5. All assignments/exercises must be typed, look professional and be submitted on time. Assignments will be submitted in digital format and be incorporated into the student's "digital" portfolio.

### Determination of Final Grade

Students will be evaluated based on their performance on the following:

<p>Assessments possible)</p> <ul style="list-style-type: none"> <li>- MyPlan (Skills, Values, Personality, Interests)</li> <li>- Individual Profile Summary</li> <li>- 1<sup>st</sup> Class Presentation</li> <li>- Q&amp;A w/guest speakers</li> </ul>	<p>10% (100 points</p>
<p>Career Exploration possible)</p> <ul style="list-style-type: none"> <li>- List of 10 Careers for Consideration</li> <li>- OOH &amp; COS Reports (6 careers)</li> <li>- Detailed Evaluation (6 Careers)</li> <li>- Top 3 Career Prospects w/rationale</li> <li>- Q&amp;A w/guest speakers</li> </ul>	<p>15% (150 points</p>
<p>Industry/Company Prospects possible)</p> <ul style="list-style-type: none"> <li>- Industry Attractiveness Worksheet</li> <li>- Prospective Internships/Employment w/Tampa Bay Employers</li> <li>- Company Research Worksheet</li> </ul>	<p>10% (100 points</p>
<p>Job Pursuit Tools possible)</p> <ul style="list-style-type: none"> <li>- Resume "Draft" &amp; "Revised"</li> <li>- Resume "Final"</li> <li>- Cover Letter "Draft" &amp; "Revised"</li> <li>- Interview Evaluations (Interviewer &amp; Interviewee)</li> <li>- Q&amp;A w/guest speakers</li> </ul>	<p>10% (100 points</p>
<p>On-Site Visits (Minimum of 2) possible</p> <ul style="list-style-type: none"> <li>- On-site Visit w/Report #1 (Required)</li> <li>- On-site Visit w/Report #2 (Required)</li> <li>- On-site Visit w/Report #3 (up to 25 pts. EC)</li> <li>- On-site Visit w/Report #4 (up to 25 pts. EC)</li> </ul>	<p>20% (200 points before EC)</p>

- possible) Plans and Class Presentation 35% (350 points)
- Budgets (5 and 10-year)
  - Soft Skills Development Plan
  - Networking Plan
  - Class Presentation (Final)
  - Student Presentation Evaluations
  - Integrated Plans "In detail" (Education, Soft Skills, Internships, Networking, Career)

### Grade Distribution:

- |                                |                            |
|--------------------------------|----------------------------|
| A – Excellent (90-100%)        | B – Good (80-89%)          |
| C – Average (70-79%)           | D – Below Average (60-69%) |
| F – Unsatisfactory (Below 60%) |                            |

### Class Participation/Absenteeism

Your attendance and participation are very important in this course. Please do not take this class during the current semester if you anticipate being absent often. Students are expected to arrive on time and stay for the entire class. It is disruptive and not acceptable to walk in and out of the classroom while it is in session. Numerous outside speakers will be visiting our class. Attendance, punctuality and attentiveness are crucial for a favorable impression of USFSP and its students.

One of the following is required to support an "excused" absence:

1. Signed memo (with phone number) from a physician or a signed memo on department letterhead from a USF staff member stating the dates you are to be excused from class.
2. Dated copy of a funeral program or death certificate for a relative or close friend. Obituaries are acceptable if your name is listed as a survivor; otherwise obituaries are not acceptable.
3. Dated copy of a police report in the case of an automobile accident or other police matter.
4. Dated copy of a court summons.

**Students are permitted only 1 unexcused absence (classroom only) during the semester. For each additional unexcused absence 50 points (5%) will be deducted from your final grade for the course. Any unexcused absence for company on-site visits will result in a 100-point (10%) deduction from your final course grade.** A student will be deemed absent if they miss more than 10 minutes of a class. Arriving late, leaving early and walking in/out of class while in session will also reduce your final course grade.

### Other Class Policies

As a courtesy to both your professor and your fellow students, all pagers, cell phones, electronic games, radios, CD players, or other devices that generate sound must be turned off during class. Computers should only be used for course-specific work – not for completion of other assignments or non-course web surfing.

Disruption of the class is not acceptable. Please be considerate of your fellow classmates. Their time and your instructor's are limited and valuable. Should you forget to turn off your cell phone before you come to class, **DO NOT, UNDER ANY CIRCUMSTANCES, ANSWER INCOMING CALLS WHILE IN CLASS.** Examples of disruptive behavior include: intoxication, and inconsiderate behavior (e.g., sleeping, reading for pleasure, working on outside assignments, unprofessional email). Violators will be penalized and may face expulsion from the class and/or other disciplinary proceedings.

### Digital Portfolios

Each student will create a digital portfolio at the beginning of the semester. Most graded work will be posted to this digital portfolio. To receive credit and be considered submitted, assignments must be complete, correctly titled/named, and uploaded to the correct folder/sub-folder on Blackboard. **Unless otherwise specified by the professor or the syllabus, “in-class” assignments are due no later than the beginning of the next class and homework assignments are due no later than the beginning of the next class. The maximum potential grade for an assignment will be reduced by 10% for each full or partial day the assignment is late.**

### TENTATIVE COURSE SCHEDULE/OUTLINE Spring 2012

Class	In-Class Activities	Homework for Next
1/10	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Lecture: Get Motivated (Global Workplace, Limited Social Safety Net, Happiness)</li> <li>• Review Assignment list w/folders &amp; due dates</li> <li>• Lecture: Overview Online Career Toolbox</li> </ul>	<ul style="list-style-type: none"> <li>• Create your Digital Portfolio structure on Blackboard Google Docs.</li> </ul>
1/12	<ul style="list-style-type: none"> <li>• Student Self-Assessments (My Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Self-Assessments <b>(Add to Digital Portfolio)</b></li> </ul>
1/17	<ul style="list-style-type: none"> <li>• Complete Individual Profile Summary</li> <li>• Assign Partners (Communicate role of partners)</li> <li>• Careers: Fast growth, Most openings, High Pay</li> <li>• Onet: Careers based on favorite school subject(s)</li> <li>• 10 Careers to Consider List</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Individual Profile Summary and 10 Careers to Consider List <b>(Add to Digital Portfolio)</b></li> </ul>
1/19	<ul style="list-style-type: none"> <li>• Lecture: How much \$\$ do I need? (Building Net Worth, Budgeting/Financial Management)</li> <li>• Create family budgets for 2016 &amp; 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Complete family budgets for 2016 and 2021 <b>(Add to Digital Portfolio)</b></li> </ul>

1/24	<ul style="list-style-type: none"> <li>• Guest Speakers: Career/Education Planning resources at USF St. Petersburg (Career Ctr., Student Advising, Library, Student Orgs)</li> <li>• Guest Speaker: USFSP Clubs</li> <li>• Guest Speaker: Civic/Volunteer Opportunities</li> <li>• Create your Soft Skill Development Plan <b>(Add to Digital Portfolio)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Watch 5 or more career videos</li> <li>• Explore at least one new USFSP resource (Career Ctr., Student Org)</li> </ul>
1/26	<ul style="list-style-type: none"> <li>• Review “Top 6” career list &amp; rationale w/partner (Assessments, # Openings, Interest)</li> </ul>	<ul style="list-style-type: none"> <li>• Print/Review/Highlight OOH &amp; COS for careers 1-2. <b>(Add to Digital Portfolio)</b></li> </ul>
1/31	<ul style="list-style-type: none"> <li>• Students: Summarize careers 1-2 on Career Evaluation Worksheet <b>(Add to Digital Portfolio)</b></li> <li>• Lecture: Risk of career outsourcing &amp; off shoring</li> </ul>	<ul style="list-style-type: none"> <li>• Print/Review/Highlight OOH &amp; COS for careers 3-4. <b>(Add to Digital Portfolio)</b></li> </ul>
2/2	<ul style="list-style-type: none"> <li>• Students: Summarize careers 3-4 on Career Evaluation Worksheet <b>(Add to Digital Portfolio)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Print/Review/Highlight OOH &amp; COS for careers 5-6. <b>(Add to Digital Portfolio)</b></li> </ul>
2/7	<ul style="list-style-type: none"> <li>• Guest Speaker w/Q&amp;A; Topic: Entry-level positions</li> </ul>	
2/9	<ul style="list-style-type: none"> <li>• Students: Summarize careers 5-6 on Career Evaluation Worksheet <b>(Add to Digital Portfolio)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare 3-4 minute Powerpoint “summary” of your analysis to be presented to the class. <b>(Add to Digital Portfolio)</b></li> </ul>
2/14	<ul style="list-style-type: none"> <li>• Student Presentations (#1 - #12)</li> </ul>	
2/16	<ul style="list-style-type: none"> <li>• Student Presentations (#13 - #24)</li> </ul>	<ul style="list-style-type: none"> <li>• Review the summaries for the 6 careers evaluated. Rank your careers 1-6 (fit, attractiveness, etc).</li> </ul>
2/21	<ul style="list-style-type: none"> <li>• Guest Speaker w/Q&amp;A; Topic: Starting Your Own Business (Entrepreneurs)</li> </ul>	
2/23	<ul style="list-style-type: none"> <li>• Presents their “top 3” career choices w/rationale to your partner for Q&amp;A and feedback.</li> <li>• Complete Top 3 Career Prospects w/rationale and upload to <b>Digital Portfolio</b>.</li> </ul>	
2/28	<ul style="list-style-type: none"> <li>• Lecture: Growth Industries; Assessing Industry Attractiveness; Sources of Industry Information</li> <li>• Select your “1<sup>st</sup> choice” career and identify an associated industry for evaluation.</li> <li>• Professor will compile a class composite of “careers of interest”</li> </ul>	<p>Print and read the industry report. Highlight +/- . Add highlighted report to your career binder and post PDF report in your digital portfolio. Focusing on the characteristics that impact attractiveness, summarize your evaluation on the “Industry Attractiveness Worksheet”. <b>(Add to Digital Portfolio)</b></p>
3/1	<ul style="list-style-type: none"> <li>• Lecture: Overview of businesses in the Tampa Bay area.</li> <li>• Lecture: Overview of online resources for info on Tampa Bay companies.</li> <li>• Review the summary analysis of your industry’s attractiveness w/support and rationale with your partner. Give and get feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify companies in the Tampa Bay area and/or nationally for potential employment and complete the Prospective Internship/ Employment form. <b>(Add to Digital Portfolio)</b></li> </ul>

3/6	<ul style="list-style-type: none"> <li>Lecture: Company Research and Company Information Sources. Company Attractiveness.</li> <li>Select 1 company from your Prospective Internship/Employment form. Conduct online research and save a PDF of the most relevant info (e.g., 10K, annual report, web site material, news releases) in your digital portfolio.</li> <li>Review your research on the company and complete the "Company Research Worksheet". <b>(Add to Digital Portfolio)</b></li> </ul>	<ul style="list-style-type: none"> <li>Finish In-class Activities</li> <li>Bring your current resume (if you have one) to class.</li> </ul>
3/8	<ul style="list-style-type: none"> <li>Guest Speaker w/Q&amp;A; Topic: Resume Writing and Cover letters</li> <li>Review of resume/cover letter tools.</li> <li>Review career list for possible on-site visits. Coordinate with fellow students to identify availability (date/time) for top 3 choices.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a Resume "Draft" <b>(Add to Digital Portfolio)</b></li> <li>Prepare a cover letter "Draft" to your 1<sup>st</sup> choice company. <b>(Add to Digital Portfolio)</b></li> </ul>
3/12-3/17	<b>SPRING BREAK – NO CLASSES</b>	
3/20	<ul style="list-style-type: none"> <li>Review/critique resumes and cover letters of your partner.</li> <li>Prepare your personal summary of key points for resume/cover letter <b>(Add to Digital Portfolio)</b></li> </ul>	<ul style="list-style-type: none"> <li>Prepare a Resume "Revised" and Cover letter "Revised" based on your partner's feedback. <b>(Add to Digital Portfolio)</b></li> </ul>
3/22	<ul style="list-style-type: none"> <li>Guest Speaker w/Q&amp;A; Topic: Interviewing and Follow-up</li> <li>Finalize "on-site" visit offering (careers, companies, hosts, day, time). Sign-up for at least 2 on-site visits.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for mock interviews</li> </ul>
3/27	<ul style="list-style-type: none"> <li>Mock interviews w/critique with partner.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare your personal summary of key points for interviewing <b>(Add to Digital Portfolio)</b></li> </ul>
3/29	<ul style="list-style-type: none"> <li>Guest Speaker w/Q&amp;A; Topic: Networking</li> <li>Prepare your personal summary of key points for Networking <b>(Add to Digital Portfolio)</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop a Networking plan. <b>(Add to Digital Portfolio)</b></li> </ul>
4/3	<ul style="list-style-type: none"> <li>Guest Speaker w/Q&amp;A; Topic: Importance of "Soft" skills (e.g., leadership, teamwork, time management, stress management, project management) in workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for your on-site visits (company research, industry research, questions, etc.).</li> </ul>
4/5	<ul style="list-style-type: none"> <li>Facility visits during this week. <b>No class session this period.</b></li> </ul>	<ul style="list-style-type: none"> <li>Complete your "On-site Visit Reports." <b>(Add to Digital Portfolio)</b></li> </ul>
4/10	<ul style="list-style-type: none"> <li>Facility visits during this week. <b>No class session this period.</b></li> </ul>	<ul style="list-style-type: none"> <li>Complete your "On-site Visit Reports." <b>(Add to Digital Portfolio)</b></li> </ul>
4/12	<ul style="list-style-type: none"> <li>Guest Speaker w/Q&amp;A; Topic: Internships, Job-shadowing, Co-ops.</li> <li>Develop a plan w/timeline for securing internship(s) consistent with your career plan. <b>(Add to Digital Portfolio)</b></li> </ul>	
4/17	<ul style="list-style-type: none"> <li>Guest Speaker w/Q&amp;A: Topic: Graduate school</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate materials into your</li> </ul>

	options <ul style="list-style-type: none"> <li>• Develop an education plan w/timeline.</li> <li>• Develop a detailed career plan through the first 5 years after graduation (internships, company, industry, first job)</li> <li>• Finalize your anticipated budget for 2016 and 2021.</li> </ul>	Plans “in detail” (Education, Soft Skills, Internships, Networking, Career) <b>(Add to Portfolio)</b> <ul style="list-style-type: none"> <li>• Prepare your presentation to the class. <b>(Add to Digital Portfolio)</b></li> </ul>
4/19	<ul style="list-style-type: none"> <li>• Student presentations of personal education/career plan</li> </ul>	
4/24	<ul style="list-style-type: none"> <li>• Student presentations of personal education/career plan</li> </ul>	
4/26	<ul style="list-style-type: none"> <li>• Student presentations of personal education/career plan</li> </ul>	

I reserve the right to make changes to the syllabus as necessary. Any changes will be announced in class and posted on Blackboard. It is your responsibility to keep up with any announced changes.

**Key Leadership Skill(s) and Perspectives Addressed in This Course:**

Interpersonal and Communication Skills	Analytical and Critical Thinking Skills	Information Technology Skills	Reflective Thinking and Experiential Learning	Ethical and Social Consciousness	Multicultural Competence
5	4	3	4	3	3

**Interpersonal and Communications Skills**

- Written and verbal communication skills (**Portfolio Plans, Presentations, Teamwork**)
- Working in a team/group environment (**Mock Interviews, Resume review, Industry Analysis**)
- Group and individual dynamics in organizations (**Mock Interviews, Resume review, Industry Analysis**)
- Influencing others toward a common goal (i.e. Leadership) (**Industry Analysis**)

**Analytical and Critical Thinking Skills**

- Problem solving skills (“defining the problem” step to “implementation”) (**Self Assessment, Research**)
- Ability to evaluate, then choose, alternative strategies/courses of action (**Self Assessment, Research, Portfolio Plan**)
- Ability to prioritize (**Evaluation of multiple careers based on personal criteria/priorities**)
- Data analysis skills (**Career and industry data analysis**)

### **Information Technology Skills**

- Basic computer proficiency (*Word, Power Point, Excel, PDF*)
- Ability to conduct basic research using the Internet (*On-line research for career exploration*)
- Ability to use word processing, presentation, and spreadsheet software (*Word, Power Point*)

### **Reflective Thinking and Learning**

- Applications Orientation (**Use tools/lecture material to create personal education/career plans**)
- Multidisciplinary approaches to solving management problems (ability to integrate learning from various Business disciplines) (*Industry/Company analysis*)
- Personal professional development (etiquette, dress, professional conduct) (*Mock Interviews*)

### **Ethical and Social Consciousness**

- Corporate social responsibility (*Company analysis*)
- Ethical and legal responsibilities (*Ethical resumes/interviews, Company analysis*)
- Value systems (*Self Assessment, Company analysis*)
- Personal conduct (*Team Commitment*)

### **Multicultural Competence**

- Global awareness and understanding (*Global Workplace*)
- Diversity in both domestic and international contexts (*Global Workplace*)
- Cultural differences and their impact on economic/business environments (*Global Workplace*)

## **UNIVERSITY/COLLEGE OF BUSINESS SECTION**

**HONOR SYSTEM:** Under the USF Honor System, each student is expected to observe complete honesty in all academic matters. Violation of the Honor System will be referred to the Honor Council. Note: The following are violations of the Honor Code: Copying another student's homework, signing another student's name on the attendance roster, copying another group's disk or written work, using another student's computer disk to print out your assignment, copying another student's file onto your disk, and misrepresenting a reason for a missed exam. Punishment for academic dishonesty may result in an automatic "F" or "FF" in the course or action that may result in suspension or expulsion. See the USF Policy on Academic Dishonesty & Disruption of the Academic Process at <http://www.ugs.usf.edu/catalogs/0304/adadap.htm>

**STUDENTS WITH DISABILITIES:** Please notify your instructor by the second class meeting if you have a learning disability or require special assistance with this course. Confidential personal and learning assistance counseling are made available to students through the Division of Student Affairs. Contact R.

Barry McDowell, St. Petersburg Campus: TER 200 (727) 873-4940, ([mcdowell@stpt.usf.edu](mailto:mcdowell@stpt.usf.edu)) for more information.

**RELIGIOUS OBSERVANCES:** Students who anticipate the necessity of being absent from class due to the observance of a major religious holiday must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**COPYRIGHTS:** Students who wish to audiotape lectures can do so with direct permission from the professor, but tapes and lectures may not be sold. No videos or photos can be taken in the classroom!

**INCOMPLETE GRADES:** An “I” grade may be given to an undergraduate student only when a small portion of the student’s work (normally 30% or less) is incomplete due to circumstances beyond the control of the student and only when a student is otherwise earning a passing grade. “I” grades are to be used only in emergency situations and cannot to be used as a means of avoiding a poor grade. Normally these are only for medical emergencies and require a signed letter from a medical professional that the student was prevented from attending class. The student must petition the professor before the week of final exams for a grade of “I” to be given.

**GRADE FORGIVENESS:** Grade forgiveness is limited to three USFSP courses with no more than one repeat per course. Accounting majors can use the forgiveness only once in upper level accounting courses.

**WITHDRAWAL:** No “W” grades can be obtained after the official drop or withdrawal date (indicate date for each semester). All students enrolled as of the withdrawal date (indicate date for each semester), will receive a letter grade of A, B, C, D or F.

**EMERGENCY PREPAREDNESS:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**BOMB THREAT OR OTHER DISRUPTION:** All scheduled classes will be held in an alternate room in the case of a bomb scare, fire alarm or other disruption. Students will gather outside of the classroom building **at a designated area in the parking lot** so that an alternative room may be announced.

**S/U GRADES:** State whether this course can be taken on an S/U basis.

**CELL PHONES/PAGERS:** If you bring a cell phone, pager or any other communication device to class, please be sure to **turn it off** and do not use it in the classroom. These devices are not to be used during an exam.

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(Tear off, sign and return the bottom portion of this sheet to Professor Fisher)

**College of Business Administration**  
ST-CAREER DEVELOPMENT  
GEB 2935-601  
Professor Fisher

Course Syllabus

I have read the syllabus and understood its contents.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

PLEASE SIGN THIS LAST PAGE INDICATING THAT YOU HAVE READ AND UNDERSTOOD THIS SYLLABUS AND SUBMIT TO INSTRUCTOR AT THE BEGINNING OF THE 2<sup>ND</sup> CLASS. THIS REPRESENTS OUR COMMITMENT TO A SUCCESSFUL EDUCATIONAL EXPERIENCE.