

**Subject:** FW: UCC's review of HD 102  
**Attachments:** HD 102 Prep Skills Syllabus 4-7-16.docx; CForm HD 102 HD Prep Skills 3-30-16.docx

**From:** Rafael Hernandez  
**Sent:** Thursday, April 07, 2016 9:49 PM  
**To:** Virginia Mann <vmann@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>  
**Cc:** Regina Eisenbach <regina@csusm.edu>  
**Subject:** RE: UCC's review of HD 102

Hi Virginia,

Thank you for sharing what you had posted for UCC to review last Friday. Unfortunately, it appears the UCC reviewed the old version of the HD 102 syllabus which did not include the many changes I made in response to the UCC's feedback. Attached please find the revised syllabus which also includes some minor additional changes that were suggested during Tuesday's meeting with the HD Curriculum Review Committee, Sue Moineau, and Denise Garcia. An overview of the revisions made are explained in my responses to Sue's recap of UCC's feedback below (in green).

1. HD 102 appears to have significant overlap with GEL 101. I understood this morning that you do indeed want HD 102 as a separate and distinct course and will be responding to this point.

HD 102 is separate and distinct from GEL 101 because it is designed to meet the needs of HD students, specifically, rather than a broader population of students who are undeclared or from other majors. The rationale for the development of this course based on our data is explained further in the P2 form. The field of Human Development is not typically familiar to students. This course aims to help our HD majors distinguish our discipline conceptually from allied fields and form a solid foundation for their unique identity as Human Development majors. As suggested during Tuesday's meeting, I have adjusted the wording in the CSLOs and added a sixth CSLO to better reflect these aims.

2. Consider the rigor of the assignments for a 3 unit course. Again, I believe you provided greater explanation on the assignments this morning, and look forward to receiving your response on this point as well.

I had made several changes to the course based on the recommendation to increase the rigor of HD 102 in order to better reflect 3 units of coursework. These changes include the addition of a "Career Presentation" assignment, an "Informational Interview" assignment, as well as various activities and exercises ("Professional Development Assignments") to be completed outside of class intended to reinforce course content and apply knowledge/strategies acquired in the assigned readings. In addition, I have included specific prompts for each journal entry to enhance the effectiveness of this component in meeting the CSLOs. Please see the Course Schedule which has been significantly restructured to improve organization of course content and to be more explicit about expectations for readings and assignments. Based on suggestions made during Tuesday's meeting with the HD Curriculum Review Committee, Sue Moineau, and Denise Garcia, I added an additional assignment called "Deconstruct Journal Article in APA Format" due in week 14 to reinforce CSLO #1.

Thank you, once again, for your time and support!

**Rafael J. Hernández, Ph.D.**

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College of Education, Health and Human Services  
California State University San Marcos  
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ving them. Thank you.

**ORIGINATOR'S SECTION:**

<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Fall 2016													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:*</b> HD 102														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> Preparatory Skills for Human Development Majors														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Prep Skills for HD Majors														
<b>7. Number of Units:</b> 3														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  Develops competencies that support long-term professional success and provides an early start on the process of career planning and development. Places particular emphasis on exploring career opportunities in health, human services and allied fields; building skills for success in the HD major and after graduation; and applying competencies to address long-term professional development needs. Includes values clarification, goal setting, problem solving, critical thinking, and decision making. <i>Enrollment restricted to Human Development majors.</i>														
<b>9. Why is this course being proposed?</b>  This course is being proposed to support the academic, personal, and career success of students majoring in Human Development. This course will directly contribute to the third Program Student Learning Outcome (PSLO) for the B.A. in Human Development by increasing the students' ability to "Apply skills, knowledge and goal setting toward employment in health and human services." By providing a course that explicitly focuses on building skills and practices that contribute to professional development and wellness, the Human Development Department expects to increase retention, engagement, and competencies for student success in the major and after graduation.														
<b>10. Mode of Instruction*</b> For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times?                      (including first offering)														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:  
 Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* n/a

20. How often will this course be offered once established? \* Once a year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No  
 If yes, please specify:  
 Lower division prerequisite for Human Development major

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

Rafael Hernandez

1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_  
*Alice M. L. Burosho* 2/22/16

2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_  
*Jennana* 2/19/16

3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
*Denise Garcia* 2/22/16

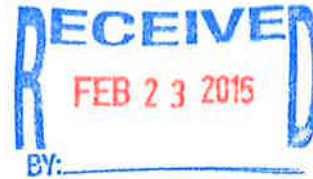
4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



## HD 102: Preparatory Skills for Human Development Majors

**Course Number:** --  
**Units:** 3  
**Term:** Fall 2016  
**Professor:** Rafael Hernández, Ph.D.  
**Phone:** (760) 750-8252  
**E-Mail:** [rhernandez@csusm.edu](mailto:rhernandez@csusm.edu)  
**Office:** University Hall 300  
**Office Hours:** Tuesday & Thursday 2:30pm-4:00pm and by appointment

### Course Description

Develops competencies that support long-term professional success and provides an early start on the process of career planning and development. Places particular emphasis on exploring career opportunities in health, human services and allied fields; building skills for success in the HD major and after graduation; and applying competencies to address long-term professional development needs.

Includes values clarification, goal setting, problem solving, critical thinking, and decision making.

*Enrollment restricted to Human Development majors.*

### Human Development Department Mission Statement

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Integrate complementary and interdependent disciplines
- Use multiple perspectives and theoretical frameworks to equitably serve diverse communities
- Actively and critically utilize and generate research to promote evidence-based practices
- Promote social responsibility, ethical and professional standards, civic engagement, and service to the greater community

### Course Learning Outcomes

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs). These are the broad skills that a Human Development graduate will have (see the HD website for more information). This course contributes to PSLO #3 by increasing the students' ability to "Apply skills, knowledge and goal setting toward employment in health and human services."

Each HD course has 3 or more Course Student Learning Outcomes (CSLOs) which are the specific skills that the course will address. Each CSLO contributes an important step toward reaching the goals of the PSLOs. The CSLOs for this course are the following.

Upon successful completion of this course, students will:

1. Demonstrate proficiency in written and oral professional communications, including proficiency using APA format.
2. Identify professional development goals considering personal values and priorities.
3. Explore career options for human development majors and perform research on careers of interest.
4. Create, format and tailor a professional résumé and cover letter for careers related to human development.
5. Apply strategies for decision making, goal setting, problem solving, time management, self-care and self-directed learning.
6. Distinguish human development conceptually from other fields of study and form identity as human development majors.

#### Required Texts

- *Unlimited Options: Career Strategies to Last a Lifetime* by Lily Maestas, M.S.W.
- *A Writer's Reference* (6<sup>th</sup> Ed.) by Diana Hacker and Barbara Fister
- *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.)

#### Course Requirements: Assignments & Grading

Assignment	Corresponding CSLOs	Percent of overall grade
Professional Development Journal	1,5,6	20
Career Development Roadmap*	1,2,3	30
Résumé	1,4	10
Cover Letter	1,4	10
Career Presentation	1,3	10
Professional Development Assignments	1,2,3,5	20
<b>TOTAL</b>		<b>100</b>

\*Signature Assignment

#### Grading Standards

A	93 – 100%	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	Below 60%

#### Professional Development Journal

You will write 14 journal entries reflecting on how you are employing strategies and developing skills related to decision making, goal setting, problem solving, time management, self-care and self-directed learning throughout the semester. You will also reflect on your own career development process and evolution of personal and professional goals and interests. Follow the prompts for each journal entry in the Course Schedule.

#### Professional Development Assignments

A variety of activities, exercises, and assessments will be assigned to support the development of your “professional self”, promote self-awareness and reflection, and give you the opportunity to apply skills

you will be learning in class and readings. The assignments and amount of points each is worth are displayed in the table below.

Assignment	Points
1. About Me	10
2. Personality/Interest Inventory	10
3. Communicating Your Assets: Developing a Skills Vocabulary	5
4. Log On to Your Current Skills: Dissecting Your Past	5
5. Responsibilities + Skills = Accomplishments: Add Meaning to Your Skills	5
6. Values Prioritization Exercise	10
7. Personality Style Inventory	10
8. Informational Interview	20
9. Deconstruct Journal Article in APA Format	10
<b>Total</b>	<b>85</b>

### Career Development Roadmap

Construct a career development plan (roadmap) that outlines a path to a potential career of choice by delineating the skills required for the type of job, recognizing individual skills, personal strengths and gaps, and identifying activities that can be used to acquire the skills associated with the gaps (CSLO 2 & 3). This roadmap will also describe your plans and purpose in the HD major as well as knowledge about the field of Human Development. As part of your information gathering for this assignment, you are asked to review your curricular worksheet with an academic advisor. You will also integrate information gathered from your informational interview (see weeks 9-10 in Course Schedule). This assignment must adhere to APA style in citations, references, and formatting (CSLO 1). The Career Development Roadmap should be about 1000 words in length.

### Résumé

Create a résumé targeted to a specific job or career field of your choice and revise it based on feedback from at least two classmates and the CSUSM Career Center. Examples will be provided. Three documents will be submitted for credit: the original draft, one revised draft, and the final résumé.

### Cover Letter

Create a cover letter targeted to a specific job of your choice in response to an actual job posting. You are not required to actually apply for the job and your cover letter could include skills, experience and accomplishments you anticipate having upon graduation. The cover letter will be graded on quality, presentation, and effective communication.

### Career Presentation

Research a career of your choice that interests you. Prepare a PowerPoint presentation to be delivered in class about the following information regarding your career of choice:

Section	Points
10. Job Title	1
11. Salary Range	1
12. Job Description	3
13. Education/Experience/Training Required	3
14. Possible Employers (Companies or Organizations)	2
15. Possibility of Advancement	2
16. Employment Outlook	2

17. Summary of Career Pros and Cons	2
18. Does this career fit you? Why or why not?	2
19. At least two (2) internet sources	2
<b>Total</b>	<b>20</b>

### **All University Writing Assignment**

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students in a 3-unit course is 2,500 words (approximately 10 double-spaced pages). This requirement will be met in this course with the Professional Development Journal (1,500 words minimum) and the Career Development Roadmap (1,000 words).

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Because this course has a lecture mode of instruction, each unit of credit corresponds to an hour of class-time and two hours of student learning outside of class.

### **Students with Disabilities**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **Academic Honesty Statement**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

**Academic Honesty and Integrity:** Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

It is recommended that students be referred to the full Academic Honesty Policy at [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html).

## Tentative Course Schedule

### Orienting to the Course, HD Major, and Campus Resources

Week	Topics	Readings	Assignments
1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Community building activities</li> </ul>	<ul style="list-style-type: none"> <li>• Course syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• <u>"About Me"</u> post on Cougar Courses</li> <li>• Personal goals for the course</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identifying personal goals for the course</li> <li>• Understanding the Human Development field and major</li> </ul>	<ul style="list-style-type: none"> <li>• Human Development Mission and PSLOs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Journal #1:</b> Explain the concept of human development, what makes the human development major unique, and how it is different from other fields of study.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Exploring campus resources for well-being, personal and cultural enrichment, academic success, and career readiness</li> </ul>	<ul style="list-style-type: none"> <li>• See Cougar Courses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Journal #2:</b> Identify at least three campus resources you will take advantage of this semester and how they will help support your academic success and career readiness.</li> </ul>

### Professional Self: Part I – Personal Assessment

*Identify your professional self, who you are, what you can do.*

Week	Topics	Readings	Assignments
4	<ul style="list-style-type: none"> <li>• Your Professional Self: Creating a Powerful Career Presence</li> </ul>	<ul style="list-style-type: none"> <li>• Maestas (2009) Chapter 1 (pp. 1-21)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Journal #3:</b> Summarize Chapter 1 and personal reflections</li> </ul>
5	<ul style="list-style-type: none"> <li>• Inventorying Your Interests: Integrate Your Interests with Work</li> </ul>	<ul style="list-style-type: none"> <li>• Maestas (2009) Chapter 2 (pp. 23-45)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Personality/Interest Inventory</u> (Maestas [2009] pp. 37-41)</li> <li>• <b>Journal #4:</b> Reflect on Chapter 2 and Personality/Interest Inventory results</li> </ul>
6	<ul style="list-style-type: none"> <li>• Identifying Your Skills: Don't Overlook the Obvious</li> </ul>	<ul style="list-style-type: none"> <li>• Maestas (2009) Chapter 3 (pp. 47-65)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Communicating Your Assets: Developing a Skills Vocabulary</u> (Maestas [2009] p. 53)</li> <li>• <u>Log On to Your Current Skills: Dissecting Your Past</u> (Maestas [2009] p. 56)</li> <li>• <u>Responsibilities + Skills = Accomplishments: Add Meaning to Your Skills</u> (Maestas [2009] p. 60)</li> <li>• <b>Journal #5:</b> Summarize Chapter 3 and reflect on process of identifying skills</li> </ul>



7	<ul style="list-style-type: none"> <li>Determining Your Work Values: Setting Priorities</li> </ul>	<ul style="list-style-type: none"> <li>Maestas (2009) Chapter 4 (pp. 67-83)</li> </ul>	<ul style="list-style-type: none"> <li><u>Values Prioritization Exercise</u> (Maestas [2009] p. 79)</li> <li><b>Journal #6:</b> Reflect on work/life values and priorities based on Chapter 4 and Values Prioritization Exercise</li> </ul>
8	<ul style="list-style-type: none"> <li>Identifying Your Personality Style: Using It to Create Career Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Maestas (2009) Chapter 5 (pp. 85-110)</li> </ul>	<ul style="list-style-type: none"> <li><u>Personality Style Inventory</u> (Maestas [2009] pp. 100-105)</li> <li><b>Journal #7:</b> Reflect on Chapter 5 and Personality Style Inventory results</li> </ul>

### Professional Self: Part II – Exploring and Researching Career Options

*Explore compatible markets with your professional self.*

Week	Topics	Readings	Assignments
9	<ul style="list-style-type: none"> <li>Career Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Internet research</li> <li>Maestas (2009) (pp. 131-134, 156-161)</li> </ul>	<ul style="list-style-type: none"> <li><u>Career Presentation</u></li> <li><u>Set up Informational Interview</u></li> <li><b>Journal #8:</b> Reflect on process of setting up Informational Interview</li> </ul>
10	<ul style="list-style-type: none"> <li>Informational Interviews</li> </ul>	<ul style="list-style-type: none"> <li>See Cougar Courses</li> </ul>	<ul style="list-style-type: none"> <li><u>Conduct Informational Interview</u></li> <li><b>Journal #9:</b> Reflect on insights gained from Informational Interview</li> </ul>
11	<ul style="list-style-type: none"> <li>Graduate School</li> </ul>	<ul style="list-style-type: none"> <li>See Cougar Courses</li> </ul>	<ul style="list-style-type: none"> <li><b>Journal #10:</b> Reflect on pros and cons about going to graduate school considering your career goals. If you plan to go to graduate school, what degree programs are you considering?</li> </ul>

### Professional Self: Part III – Developing Marketing Tools

*Develop the tools to refine, establish, and present your professional self.*

Week	Topics	Readings	Assignments
12	<ul style="list-style-type: none"> <li>Correspondence That Sells: Whom to Write To—Why, When, and How</li> </ul>	<ul style="list-style-type: none"> <li>Maestas (2009) Chapter 7 (pp. 139-161)</li> </ul>	<ul style="list-style-type: none"> <li><u>Cover Letter</u></li> <li><b>Journal #11:</b> Summarize Chapter 7 and personal reflections</li> </ul>
13	<ul style="list-style-type: none"> <li>Creating a Convincing Résumé: Use Your Database to Repackage Yourself</li> </ul>	<ul style="list-style-type: none"> <li>Maestas (2009) Chapter 8 (pp. 163-187)</li> </ul>	<ul style="list-style-type: none"> <li><u>Résumé</u></li> <li><b>Journal #12:</b> Summarize Chapter 8 and personal reflections</li> </ul>

### Writing, Career Planning, and Self-Care

Week	Topics	Readings	Assignments
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14	<ul style="list-style-type: none"> <li>Professional writing and APA style formatting</li> <li>Preparing Career Development Roadmap</li> </ul>	<ul style="list-style-type: none"> <li>See Cougar Courses</li> </ul>	<ul style="list-style-type: none"> <li><b>Journal #13:</b> Self-assessment of writing strengths and areas for improvement</li> <li><u>Deconstruct Journal Article in APA Format</u></li> </ul>
15	<ul style="list-style-type: none"> <li>Self-Care</li> <li>Concluding activities</li> </ul>	<ul style="list-style-type: none"> <li>See Cougar Courses</li> </ul>	<ul style="list-style-type: none"> <li><b>Journal #14:</b> Reflect on how well you have achieved your personal goals for the course.</li> </ul>
<b>Finals Week</b>			<ul style="list-style-type: none"> <li><u>Career Development Roadmap</u></li> </ul>

### Career Development Roadmap Rubric

<i>Component</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Identifies professional development goals considering personal values and priorities	4	3	2	1
Explores potential career options	4	3	2	1
Synthesizes research on careers of interest	4	3	2	1
Outlines a path to a potential career of choice	4	3	2	1
Delineates skills required for chosen career path	4	3	2	1
Identifies and describes personal skills, strengths, and areas for growth related to professional goals	4	3	2	1
Identifies activities that can be used to acquire the skills associated with the gaps in skillset	4	3	2	1
Describes plans and purpose in the HD major	4	3	2	1
Demonstrates relevant knowledge about the field of Human Development	4	3	2	1
Demonstrates professional writing, including APA style	4	3	2	1
Adheres to expected length (1,000 words)	4	3	2	1