Originating Course Information

Offering of Human Dev and Family Science 6890:Proseminar
Fiscal Unit/Academic Org  Human Development & Family Sci - D1251
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Spring 2013 - Regular Academic Term
Level/Career Graduate
Rationale for proposing this offering This course is being expanded to 2 hours per week because of expanded course content related to "Planning for Success in Doctoral Study." The expanded readings and course assignments warrant a 2 credit offering.

The major goal of this course is to help doctoral students with their career planning process. Your program of studies is a first attempt to define anticipated professional areas of expertise and devise a tentative plan to be undertaken during the doctoral program. We will discuss decision making and begin preparation of three documents to track progress during doctoral study: (1) Vita and Biosketch, (2) Job Prospect Identification, and (3) Research Plan.

Description for this offering The major goal of this course is to help doctoral students with their career planning process. Students will begin to hone their anticipated areas of expertise and create tools that will help plan and track their career development.

Attachments

* OneTimeSupplement-HDFSProseminar-Goldstein.doc: HDFS Proseminar RQ
  (One Time Form Supplement, Owner: Goldstein,Howard)
* Doc ProseminarSYLLABUS.doc: HDFS Proseminar Syllabus
  (Syllabus, Owner: Goldstein,Howard)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Goldstein,Howard</td>
<td>09/16/2012 04:42 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Snyder,Anastasia Rebecca</td>
<td>09/28/2012 10:13 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Odum,Sarah A.</td>
<td>11/07/2012 11:34 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>11/07/2012 11:34 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ____15__________

2. Enrollment Capacity 15

3. Waitlist Capacity 5

4. Final Exam:
   - [ ] Yes
   - [x] No

   □ Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)

   a. Exam Seat Spacing

5. Special Instructions or Additional Information

   ____________________________________________________

   ____________________________________________________

6. Class Search Title (18 character limit) Proseminar

7. Display in Class Search :
   - [x] Yes
   - [ ] No

8. Credit Hours 2

9. Course Components (check all that apply):

   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [x] Lecture
   - [ ] Recitation

10. Graded Component (check one):

    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Independent Study
    - [ ] Laboratory
    - [x] Lecture
    - [ ] Recitation

11. Campus of Offering (check all that apply):

    - [x] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions Enrolled Doctoral Student

13. Permission to Enroll in this course:  ☑ No Consent needed  ☐ Department Consent
    ☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

**B. Group Studies Request Information** (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught **three** times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

**C. Flexibly Scheduled/Off Campus/Workshop Request Information** (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  **Spring Semester 2013**

2. Previous quarter(s) of offering and enrollment  **new offering**

3. Expected enrollment for proposed quarter of offering  **10**

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site

6. Will course be taught in distance learning format:  ☐ Yes  ☑ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td></td>
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<tr>
<td>Prerequisites:</td>
<td></td>
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<tr>
<td>Exclusion or Limiting</td>
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<thead>
<tr>
<th>Grade Options (Check)</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td></td>
<td>Total hours of class meetings:</td>
<td></td>
<td>Length of each class:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

____________________________________________________________________________________

Instructor ___________________________ Rank ___________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings

____________________________________________________________________________________

____________________________________________________________________________________

Student Services (explain how they will be provided to off-campus students):

Registration ___________________________

Office Hours ___________________________

Academic Advising ___________________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

____________________________________________________________________________________

2. Expected enrollment for proposed quarter of offering:

____________________________________________________________________________________
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td></td>
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<td>5</td>
<td></td>
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</table>

9. Notes: ______________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   [ ] Clinical  [ ] Lecture
   [ ] Field Experience  [ ] Recitation
   [ ] Independent Study  [ ] Seminar
   [ ] Lab  [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience  [ ] Flexibly Scheduled
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_____________________________________________________________________
_____________________________________________________________________ 

9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After
1. Component (Section) Type (Choose 1):
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   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

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   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

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5. Meeting end time: ____________

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</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
HDFS 6890: Professional Development Seminar-- Planning for Success in Doctoral Study
Friday 9:35-11:45
Central Classroom Bldg 0238

Instructor: Howard Goldstein
hgoldstein@ehe.osu.edu and 247-7366

Course Materials:


Course Objectives and Related Assignments:
The major goal of this course is to help doctoral students with their career planning process. Your program of studies is a first attempt to define your anticipated professional areas of expertise and devise a tentative semester-by-semester plan to be undertaken during your doctoral program. We will discuss decision making related to that tool. To augment that process, students will complete three projects:
1. Vita Development. Students will develop two versions of their current vitae (a standard academic vitae and an NIH Biosketch). Students also will prepare an expanded vita that reflects expected accomplishments at the time they graduate.
2. Job Prospect Identification. Students will explore advertisements for academic or research positions in the Chronicle of Higher Education and elsewhere to select jobs that they think might be of interest to them when they graduate.
3. Research Plan Development. Students will be asked to identify three different research areas that they would be interested in pursuing. Through a series of activities we will evaluate how one decides what constitutes a “good” research area. Many prospective employers are asking for applicants to provide a research plan. Students will draft such a plan for one of their proposed research areas.

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Review Syllabus &amp; Topic Selection</td>
<td>Chapters 1 &amp; 24</td>
</tr>
<tr>
<td>Week 2 The Scientific Path &amp; Employment Trends</td>
<td>3 Research Topics</td>
</tr>
<tr>
<td>Week 3 Evaluating Research Topics</td>
<td>Chapter 9 &amp; 5</td>
</tr>
<tr>
<td>Week 4 Dissertation Research</td>
<td>Current &amp; Future Vita</td>
</tr>
<tr>
<td>Week 5 Vita Workshop</td>
<td>Chapter 4 &amp; 3</td>
</tr>
<tr>
<td>Week 6 Balancing Career &amp; Family</td>
<td>Chapter 4 &amp; 3</td>
</tr>
<tr>
<td>Week 7 Publishing Your Research</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 8 Selection of Research Topics</td>
<td>Draft Research Plan</td>
</tr>
<tr>
<td>Week 9 Presenting Your Research</td>
<td>Chapter 6 (&amp; 8)</td>
</tr>
<tr>
<td>Week 10 Practice presentations</td>
<td>Chapters 21, 11 or 16</td>
</tr>
<tr>
<td>Week 11 Post-Docs &amp; Private Practice</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>Week 12 Applying for NIH Grants</td>
<td></td>
</tr>
</tbody>
</table>
Grading/Evaluation:

Grades will be based on attendance and participation, and completion of required activities, distributed as follows:

1. Participation (20%)
2. Job Prospect Identification (20%)
3. Vita and Biosketch Development (30%)
4. Research Plan (30%)

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60%</td>
</tr>
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</table>

Accommodations for Students with Disabilities

The Office for Disability Services ([http://ods.osu.edu/services/](http://ods.osu.edu/services/)) is available to coordinate reasonable accommodations for students with documented disabilities. Do not hesitate to contact your instructor to discuss your specific needs. The Office for Disability Services (ODS) is located at 150 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210. ODS can be reached via Phone: 614-292-3307, Fax: 614-292-4190, and VRS: 614-492-1334.

Academic Integrity

Students are expected to demonstrate academic integrity. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. Please visit [http://oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html) to see the Committee on Academic Misconduct (COAM) Code of Student Conduct statement.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.