COURSE DESCRIPTION
Students will learn and apply the content and process of career exploration/development by learning about themselves and career/educational options. They will identify their personal values, interests, personality, and strengths. Students will apply decision making and design thinking to create customized career plans through groups, presentations, events, career fairs, and individual coaching.

STUDENT DEVELOPMENTAL GOALS & COURSE OBJECTIVES
Course objectives fall into four key areas allowing students to: develop their own self-awareness, explore career options, design at least two specific career plans, and build career search skills while developing a winning network. Learning outcomes are assessed through performance on assignments, pre- and post-tests, projects, exams, and end-of-course evaluations. Upon successful completion of this course, students will be able to:

Develop Self-Awareness
1. Obtain self-knowledge by taking, interpreting, and applying 3 different assessments to identify personal: values, personality, and strengths (VPS)
2. Create and deliver a self-narrative that describes you best to use as an introduction at events and with alumni mentors, and others
3. Identify what environments you might thrive in including types of industries/organizations and their cultural fit

Explore Options/Be Curious
4. Investigate and analyze occupational information and how your (VPS) align with what you learn about job families, industries, and specific organizations
5. Research career pathways from industry to organizations and contacts, using a variety of online resources
6. Complete one life design Interview with an employer/alumni mentor working in an area of interest to you

Create your Odyssey Plans (OP)
7. Apply decision making and life design strategies by creating two Odyssey Plans or career paths that match your VIPS
8. Engage in specific prototyping activities (PA) and relevant experiences for each phase of your OP as you explore career paths

Build Career Search Strategies/Skills & Develop a Winning Network
9. Use AGGIE Handshake and other online tools to build your profile and identify contacts within organizations of interest
10. Prepare for and attend: career fairs, information sessions, and employer events/panels
11. Introduce the Career Readiness Competencies built by the National Association of Colleges & Employers (NACE)*
REQUIRED MATERIALS
COURSE FEES $55
Assessments and Reports

Required Reading Text & Workbook:
DESIGNING YOUR LIFE, How to Build a Well-Lived, Joyful Life,
Bill Burnett & Dave Evans
Required Workbook: The Designing Your Life Workbook
The book and workbook can be purchased at the USU Bookstore or online

ACADEMIC ADVISING
Given the importance of course selection to ensure you achieve your academic goals, experienced academic advisors are assigned to ISTU students. This course will provide opportunities for you to work with your academic advisor, ensuring you meet your academic goals.

USU has identified six Career Focus Areas (CFAs) from an analysis of course-taking patterns from students across institutional disciplines. These include:
1. Agriculture and Natural Resources  
   Humanities and Arts
2. Biological and Environmental Sciences  
   Physical Sciences, Engineering, and Math
3. Business and Communication  
   Social Sciences and Human Services

STUDENTS WITH DISABILITIES
Please follow the Disability Resource Center guidelines. www.usu.edu/drc/, University Inn 101

EQUAL OPPORTUNITY
Equal Opportunity in employment and education is an essential priority for Utah State University and one to which the University is deeply committed. Utah State University is dedicated to providing an equal opportunity climate and an environment free from discrimination and harassment. In accordance with established laws, the University prohibits discrimination based on race, color, religion, sex, national origin, age, disability, or veteran's status. In addition, discrimination on the basis of sexual orientation for employees in all aspects of employment and for students in academic programs and activities is prohibited. Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: http://www.usu.edu/studentservices/, 435.797.1712, studentservices@usu.edu
- Student Advocates: http://www.usu.edu/ususa/legal/, 435.797.2912
- Access and Diversity: http://www.usu.edu/accesscenter/, 435.797.1728, mailto:access@usu.edu
- Multicultural Programs: http://www.usu.edu/accesscenter/multiculture/, 435-797-1728
- LGBTQ Programs: http://www.usu.edu/accesscenter/lgbtqa/, 435-797-GAYS
- Provost's Office Diversity Resources: http://www.usu.edu/provost/faculty/diversity/, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University:
http://www.usu.edu/studentservices/studentcode/
GRIEVANCE PROCESS
Students who feel they have been unfairly treated and do not feel comfortable bringing it to my attention may file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances
Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct
- Student Code
- Academic Integrity
- USU Selected Academic Policies and Procedures
- USU Academic Policies and Procedures
- Academic Freedom and Professional Responsibility Policy

CLASSROOM PROFESSIONALISM & ETIQUETTE
Two of the first critical steps to becoming a reliable professional are showing up to work on time and being prepared for the work day when it begins. Therefore, the attendance and classroom management policies for this class will mirror the expectations of the workplace:

- You are expected to be seated and ready to work on time
- You are expected to attend every class session-please notify instructor of planned absence in advance

CLASS/GROUP PARTICIPATION
Students are encouraged to use class time as a human relations laboratory. Careful listening, reflective thinking, and spontaneous responding are encouraged. The class will frequently be divided into work groups. Participation includes asking appropriate questions and sharing comments with the class. It is important to be alert, take notes, and think about the ideas presented. In-class assignments will be part of the class format. Students will not be allowed to make up in-class activities unless PRIOR arrangements are made with the instructor. Due to the nature of some in-class activities and the class discussion necessary, some of the activities cannot be made up.

CANVAS
Your course instructor will use Canvas to post grades, make announcements, post class presentation times, etc. If you aren’t sure how to use Canvas, there is a student tutorial and IT help available for you at (https://online.usu.edu/). Please ensure that your preferred email is current on Canvas so you receive announcements when given. We encourage you to sync your Canvas calendar to your primary calendar.

ACADEMIC HONOR CODE
Do not commit academic dishonesty and plagiarism in writing research papers or taking tests in this class. Violations include representing another’s work as one’s own. It includes presenting or submitting any academic work in a manner that impairs the instructor’s ability to assess the student’s academic performance. For example, plagiarism includes failure to use quotation marks around material quoted from any source. The instructor uses the “Turn-It-In” function associated with Canvas, which will identify academic dishonesty and plagiarism from any online resources. Violations of the Academic Honor Code will not be tolerated. Zero points for the project is the minimum penalty.

ASSIGNMENTS
All assignments should be turned in on time (11:30 pm. MST via Canvas unless otherwise noted). No assignments will be accepted after the due date unless PRIOR arrangements have been made with the instructor. All late assignments with prior approval that are accepted will be subject to a penalty of 20%-30% reduction for each late week for up to two weeks past due date. Turning in late work is not meant to be a
**Point Value for Assignments: TOTAL 400 Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Workbook 1&lt;sup&gt;st&lt;/sup&gt; half of the semester</td>
<td>40 (10 per assignment)</td>
</tr>
<tr>
<td>Workbook 2&lt;sup&gt;nd&lt;/sup&gt; half of the semester</td>
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</tr>
<tr>
<td>MBTI and Strengths Assessments &amp; Interpretation</td>
<td>40</td>
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<tr>
<td>(20 pts each)</td>
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<tr>
<td>CFA Assignment</td>
<td>30</td>
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<tr>
<td>Life Design Interview Presentation - Midterm</td>
<td>50</td>
</tr>
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<td>Odyssey Planning Presentation - Final</td>
<td>50</td>
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<tr>
<td>Attendance/Discussion</td>
<td>150 (10 per day)</td>
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<tr>
<td>Extra Credit: Attend Career Services Events</td>
<td>5 pts per event</td>
</tr>
<tr>
<td>Extra Credit: Visit Drop In Hours at Career Services</td>
<td>5 pts per visit</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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**GRADING SCALE**

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*Grades are awarded based on points. The percentages are provided for you to keep track of your grade throughout the semester and are not official.

**Requires signature from any career services staff member on a document, fair map, etc.
## ISTU 3010 Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; In Class Activity</th>
<th>Homework/Assignments Given/Due Date</th>
<th>Goals &amp; Objectives</th>
</tr>
</thead>
</table>
| Week 1 8/28 | Introduction to Designing Your Life (DYL) – Video  
Pre-Test - Qualtrics  
Introduction: Instructors and Students  
- Negative Self Talk Warm-Up  
Syllabus Review | ❑ Read syllabus and get familiar with course schedule  
❑ Read Designing Your Life (DYL) Intro and Ch. 1 Start Where You Are *(due 9/4)* |                  |
| Week 2 9/4 | Designing a Well Lived Life  
Discuss DYL Intro, Ch. 1 Start Where You Are  
- Dashboard WKB pg. 9-11  
- MBTI assessment instructions  
- Introduce NACE Competencies | ❑ Read DYL Ch. 2 Building a Compass *(due 9/11)*  
❑ Reminder: complete MBTI *(due 9/11)* | 1,11 |
| Week 3 9/11 | Start Where you Are  
- Discuss DYL Ch. 2 Building a Compass  
- Compass WKB pg. 13-15  
- Life Design Interview (LDI) Rubric | ❑ Sign up on Canvas for Life Design Interviews *(Due 9/25)* | 1,4 |
| Week 4 9/18 | Personality & Flow  
- MBTI Interpretation | ❑ Read DYL Ch. 3 Wayfinding *(due 9/25)*  
❑ Read DYL Ch. 4 Getting Unstuck *(due 9/25)*  
❑ STEM FAIR – Monday, September 23  
3:00 pm – 7:00 pm  
❑ Graduate School Fair – Tuesday, September 24  
9:00-2:00  
❑ Fall Career Fair – Tuesday, October 4  
10:00 am – 3:00 pm | 1,3 |
| Week 5 9/25 | Getting Unstuck: Wayfinding & LDI Presentations  
- Discuss Ch. 3 & 4 Wayfinding + Getting unstuck  
- Good Time Jrnl WKB pg. 20, 28, 48, 49  
- AEIOU WKB pg. 51, 57  
- Start LDI Presentations | ❑ Visit Career Services Resume Drop In Hours Extra Credit  
❑ **TURN IN WORKBOOKS NEXT WEEK** (see topic and in class activity for pages due) | 1,2,3 |
| Week 6 10/2 | Career Focus Areas & Life Design Interviews  
- CFA Assignment overview  
- Q & A with Wyatt regarding next semester  
- **TURN IN WORKBOOKS IN CLASS** | ❑ Read DYL Ch. 5 Design Your Lives *(due 10/2)*  
❑ CFA Assignment *(due 11/6)* | 1,2,3 |
| Week 7 | Life Design Interview Presentations  
| StrengthsFinder Assessment Codes  
| 10/9 | Read DYL Ch. 6 Prototyping (due 10/16)  
| StrengthsFinder Assessment (due 10/25)  
| Identify 3 people (alumni) - Conversation Log WKB 101-104 (due 12/4)  
| 1,3,6 |
| Week 8 | Life Design Interview Presentations  
| Discuss Ch. 5 Design Your Lives  
| 10/16 | Read Ch. 7 How Not to Get a Job (due 10/30)  
| 2,3, 6,8 |
| Week 9 | Odyssey Planning  
| Discuss Ch. 6 Prototyping  
| Discuss Mind Mapping and Mash Up  
| Odyssey Planning/Rubric  
| 10/23 | Odyssey Plan WKB pg. 84-87  
| Sign up on Canvas for Odyssey Plan Presentation (due 11/20)  
| 4, 5, 6, 8, 9, 10 |
| Week 10 | StrengthsFinder Interpretation  
| Strengths Activities  
| Values  
| 10/30 | Read Ch. 8 Designing Your Dream Job (11/27)  
| 1, 7 |
| Week 11 | Strengths Finder Interpretation  
| Example presentation of final  
| Strengths Activities  
| Sign up for final presentation slot  
| 11/6 | Read Ch. 9 Choosing Happiness and Ch. 10 Failure Immunity (11/13)  
| 1,3 |
| Week 12 | Choosing Happiness  
| Dr. Dave Schramm  
| Location: Merill-Cazier Library Room 101  
| 11/13 | Post-Test – Qualtrics  
| Failure Log WKB pg. 114  
| 3 |
| Week 13 | Presentations- Odyssey Planning  
| 11/20 | TURN IN WORKBOOKS Wednesday, December 4th (see topic and in class activity for pages due)  
| 7,8 |
| Week 14 | Enjoy your Thanksgiving Break!  
| Week 15 | Presentations- Odyssey Planning  
| 12/4 | TURN IN WORKBOOKS  
| 7,8 |
| Week 16 | Presentations- Odyssey Planning  
| 7,8 |
CAREER COMPETENCIES, NACE
“Career Readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.” NACE

EMPLOYERS RATE THE NEED FOR CAREER READINESS COMPETENCIES

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*Job Outlook 2018, NACE Weighted 5-point scale

1= Not essential, 2= Not very essential, 3= Somewhat essential, 4= Essential, 5= Very essential

Many of this survey’s respondents commented that, “New hires that pursue professional development and mentors are perceived as flexible, responsive, and willing to learn. Thus showing potential employers that they are ready to work, ready to learn, and ready to perform!”

Career Readiness Competencies
Integrated Studies ISTU 4010
Career Design & Planning

COURSE DESCRIPTION
This course will emphasize career planning, design, and employment seeking skill development. With the support of
their career coach and alumni mentor, students will prepare a career portfolio of effective employment
documents, LinkedIn profile, and network through fairs, employer information sessions, and mock interviews.
Students will plan, design, and apply career search strategies, customized for potential employers, while
developing competencies employers are seeking.

STUDENT DEVELOPMENTAL GOALS & COURSE OBJECTIVES
These course objectives fall into four key areas allowing students to: link their values, interests, personality, and
strengths to specific industries and career paths, explore specific organizations of interest, create at least two
specific career plans/pathways, build career search skills and documents, all while developing a winning network.
Learning outcomes are assessed through performance on assignments, pre- and post-tests, projects, exams, and
end-of-course evaluations. Upon successful completion of this course, students will be able to:

Expand Self-Awareness
1. Connect your personal values, interests, personality, and strengths (VIPS) to potential employers,
   mentors, and others
2. Identify and research industries and organizations and understand associated labor market demand

Explore Options/Be Curious
3. Participate in small group and individual activities/events to expand your knowledge of career paths
4. Complete one life design interview with an employer or alumni mentor

Prepare for your Odyssey Plans/Career Paths (OP)
5. Engage in various prototyping activities (PA) and gain relevant experiences for your potential career
6. Earn Career Readiness Competencies that employers are looking for by engaging in and out of the
classroom

Build Career Search Strategies/Skills & Develop a Winning Network
7. Create a portfolio of employment documents to include resume(s), cover letter(s), LinkedIn profile,
   portfolio of work (if applicable), samples of work, etc.
8. Understand and apply a variety of career search strategies using online resources and your winning
   network
9. Use LinkedIn and AGGIE Handshake to build your profiles and identify and communicate to contacts
   and alumni in specific organizations
10. Prepare for and attend various networking events including: career fairs, information sessions,
    employer events/panels, alumni events, and other prototyping activities to build your own winning
    network of contacts
11. Participate in mock interviews with experienced interviewers from various industries
12. Practice negotiating salaries, and understand budgeting/financial planning as a part of life design
13. Present, in class, your specific career plan for after graduation
ACADEMIC ADVISING

Given the importance of course selection, to ensure you achieve your academic goals, experienced academic advisors are assigned to IS students. This course will provide opportunities for you to work with your academic advisor, ensuring you meet your academic goal of graduating with your degree.

USU has identified six Career Focus Areas (CFAs) from an analysis of course-taking patterns of students across institutional disciplines. These include:

1. Agriculture and Natural Resources
2. Biological and Environmental Sciences
3. Business and Communication
4. Humanities and Arts
5. Physical Sciences, Engineering, and Math
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Many of this survey’s respondents commented that, “New hires that pursue professional development and mentors are perceived as flexible, responsive, and willing to learn. Thus showing potential employers that they are ready to work, ready to learn, and ready to perform!”

CANVAS
Canvas is where the course content, grades, announcements, and communication will reside for this course. You will be required to submit several assignments through Canvas by specific dates and times. If you aren’t sure how to use Canvas, there is a student tutorial and IT help available for you at (https://online.usu.edu/). Please ensure that your preferred email is current on Canvas so you receive announcements when given. We encourage you to sync your Canvas calendar to your primary calendar.

- http://canvas.usu.edu
  - Your username is your A#, and your password is your strong password (the same one you use for Banner or Aggiemail).

CLASS PARTICIPATION
Weekly Posts & Discussions:
Post to the discussion board the most important ideas you learned from this week’s reading assignment. Due Friday at 11:59 pm.
Engage in the discussion board by reviewing what your colleagues have written and respond to their entries. You should post at least 2 thoughtful and meaningful responses to the discussion board. Your response postings are due by Sunday 11:59 pm.

Students should read the assigned material carefully and deeply. The purpose of the discussion board is to teach and learn from one another. Don’t just post a list for your classmates, but rather give them the reason you are impressed with an idea - like you would in a conversation with them. Examples of quality learning journal postings include demonstrating that you have analyzed facts or data, brought to light important issues, synthesized key points, or evaluated certain issues. We care more about the quality of your contributions, not just the quantity.

All of us are responsible for establishing a positive and supportive learning environment. Examples of positive and supportive learning environments include: expressing gratitude for student colleagues and faculty (even when the learning is challenging), expressing tolerance for differences, forgiving others of shortcomings, helping others succeed in a kind and supportive manner, bringing integrity, honesty, and authenticity to our learning environment, and being compassionate for one another as we help each other learn.

ASSIGNMENTS
All assignments should be turned in on time, MST via Canvas unless otherwise noted. No assignments will be accepted after the due date unless PRIOR arrangements have been made with the instructor. All late assignments that are accepted will be subject to a penalty with 10%-40% reduction, depending on the number of days the assignment is late. Turning in late work is not meant to be a deadline extension for multiple assignments. Those who abuse this policy will lose the right to use it. For questions, please talk to the instructor.

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| Wk. 1    | Get Started                                                  | - Review VIP’s from USU 3010 or take Focus 2, (if you haven’t previously)  
- Introduce yourself  
- Read chpt. 1 pgs. 1-28  
- Discussion post & response  
- Pre-assessment | 1, 3       |
| 10/14    |                                                              |                                                                                                                                                                                                                          |            |
| Wk. 2    | Stop Being A Student  
Figure Out What You Want | - Read chpt 2 & 3, pgs. 29-88  
- Discussion post & response  
- O-net interest career search for 3-5 possible careers. Submit an overview of findings. | 1, 2, 3, 6 |
| 10/21    |                                                              |                                                                                                                                                                                                                          |            |
| Wk 3     | Talk, Listen, Repeat  
- Networking  
- Developing your LinkedIn | - Read chpt. 4, pgs. 89-136  
- Discussion post & response  
- Me in 30 – post a video  
- LinkedIn - Build your profile and search potential contacts, groups | 3, 6, 7, 9, 10 |
| 10/28    |                                                              |                                                                                                                                                                                                                          |            |
| Wk 4     | Gain Real World Experience/Give Yourself An Edge            | - Read chpt 5 & 6, pgs 137-208  
- Discussion post & response  
- Power statement video  
- Message and connect to 3-5 people or alumni on LinkedIn (screenshot message)  
- Schedule an informational interview (to be completed by Dec. 1) | 2, 3, 4, 5, 6, 10 |
| 11/4     |                                                              |                                                                                                                                                                                                                          |            |
| Wk 5     | Market Yourself on Paper and Online                         | - Read chpt 7, pgs. 209-232  
- Discussion post & response  
- Career Portfolio - Build your Resume and LinkedIn profile, schedule an appointment with your Career Coach for review – (appointment completed by Nov. 25) | 3, 4, 5, 7 |
| 11/11    |                                                              |                                                                                                                                                                                                                          |            |
| Wk 6     | Find Opportunities  
- Job search strategies  
- Job Posting/Research | - Read chpt. 8, pgs 233-262  
- Discussion post & response  
- Based on informational interviews and resume edits, identify 3- employers of interest, and 1-2 professional associations | 2, 5, 6, 7, 8, 9 |
| 11/18    |                                                              |                                                                                                                                                                                                                          |            |
| Wk 7     | Over Prepare for Interviews/Before You Head off Into the Real World | - Read chpt. 9 & 10, pgs. 263-310  
- Discussion post & response  
- Practice interview questions – StandOut | 11, 12     |
| 11/25    |                                                              |                                                                                                                                                                                                                          |            |
GENERAL POLICIES & PROCEDURES

Professional Etiquette
By being together in this class, we all become a member of a group. Therefore, the manner in which we conduct ourselves, particularly during interactions, not only impacts our own experience but it also affects the rest of the members of the group. As such, it is expected each of us act in an appropriate professional manner throughout this block. Simply to show respect toward others and act as you would when working in any professional environment. If there are issues with behavior or conduct that the instructors believe to be disrespectful, offensive, suspicious, or otherwise not in accordance with the Student Code, the issue will be discussed with you and any parties involved and determine the appropriate course of action on a case-by-case basis. Based on the severity of the situation, this may include the involvement of others within the College or University, the Office of Student Conduct, the University Police Department, or anyone else that I feel appropriate.

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Do not commit academic dishonesty and plagiarism. Violations include representing another’s work as one’s own. It includes presenting or submitting any academic work in a manner that impairs the instructor’s ability to assess the student’s academic performance. For example, plagiarism includes failure to use quotation marks around material quoted from any source. The instructor uses the “Turn-It-In” function associated with Canvas, which will identify academic dishonesty and plagiarism from any online resources. Violations of the Academic Honor Code will not be tolerated. Zero points for the project is the minimum penalty.

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Please follow the Disability Resource Center guidelines. www.usu.edu/drc/, University Inn 101

EQUAL OPPORTUNITY
Equal Opportunity in employment and education is an essential priority for Utah State University and one to which the University is deeply committed. Utah State University is dedicated to providing an equal opportunity climate and an environment free from discrimination and harassment. In accordance with established laws, the University prohibits discrimination based on race, color, religion, sex, national origin, age, disability, or veteran's status. In addition, discrimination on the basis of sexual orientation for employees in all aspects of employment and for students in academic programs and activities is prohibited.

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:
- Student Services: http://www.usu.edu/studentservices/, 435.797.1712, studentservices@usu.edu
- Student Advocates: http://www.usu.edu/ususa/legal/, 435.797.2912
- Access and Diversity: http://www.usu.edu/accesscenter/, 435.797.1728, mailto:access@usu.edu
- Multicultural Programs: http://www.usu.edu/accesscenter/multiculture/, 435-797-1728
- LGBTQA Programs: http://www.usu.edu/accesscenter/lgbtqa/, 435-797-GAYS
- Provost's Office Diversity Resources: http://www.usu.edu/provost/faculty/diversity/, (435) 797-8176