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| **Course Title**: Career Exploration | BISSKL 250 | SLN# 11876 |
| **2** credits | **Quarter**: Winter | **Year**: 2023 | **Tuesdays**, 11:00am-1:00pm | **90% Hybrid** |
| **Instructor**: Monique Taylor (She/Her/Hers) |
| **Instructor Contact**:  Email: [motay93@uw.edu](mailto:motay93@uw.edu)  Office: <https://washington.zoom.us/j/97823623295>  Office Hours: Tuesdays before class, 9:30-10:45am or by appointment |

**Course Description**

This course addresses personal, educational and career choices. We will read about, discuss and reflect on the world of work, career options and the process of selecting an academic and/or career path. You will research and gather information, assess your strengths, develop job search tools and learn how to make quality career decisions. This will involve career exploration, life/career planning, identifying resources and developing goals based on individual preferences, interests, skills and work values.

**Communication Preferences**

I welcome and encourage communication outside of class. You may email me or visit me during office hours. If you would like to meet with me outside of posted office hours, please email us to schedule an appointment. I aim to respond to all email or phone messages within 48 hours of receipt. E-mails received between Friday 4pm and Monday 8am will typically be answered by Monday afternoon.

**Learning Outcomes**

**Outcome #1:** Learn how to identify educational and career options through research, critical thinking and reflection.

**Outcome #2:** Develop communication skills in networking and informational interviewing.

**Outcome #3:** Identify strengths, abilities, values and interests.

**Outcome #4:** Develop job search tools.

**Community Agreements**

To help foster a safe and collaborative learning environment, we will create community agreements together on the first day of class.

**Course Outline**

**Technology Access:** We will rely heavily on our course Canvas site for sharing information, accessing readings, developing online discussion forums and turning in assignments. Additionally, as a 90% hybrid course, Zoom will be vital for our online, synchronous meetings. If you have any concerns about your ability to maintain regular access to Zoom or Canvas, please talk to Monique right away!

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| **WEEK** | ***In Class*** | ***After Class*** |
| Week 1: Welcome & Introductions  **1/3**  **(In person)** | * Welcome and Introduction * Syllabus Review * Community Agreements * Career Decision Pyramid * Unique and Shared * Informational Interviewing Assignment Review | * Syllabus annotation * Reading: NACE Career Competencies * Week 1 Discussion (Canvas) |
| Week 2: Occupational Research  **1/10**  **(Zoom)** | * NACE Competencies Discussion * Occupational research 101 * Career Services website 101 * Assessment Instructions | * **Occupational research worksheets due 1/17** * 16 Personalities Assessment * Week 2 discussion (Canvas) |
| Week 3: Value in our Strengths  **1/17**  **(Zoom)** | * Assessment discussion * Playing to your strengths * Developing your brand | * Week 3 discussion (Canvas) |
| Week 4: Resumes & Job Searching  **1/24**  **(Zoom)** | * Resumes & cover letters * Job & internship search strategies * Job & internship search action plan | * Draft resume due 1/31 * Reading: Networking Guide * Week 4 discussion (Canvas) * Schedule resume review with Career Services |
| Week 5:  Networking  **1/31**  **(Zoom)** | * Networking & elevator speeches * Peer resume review * Informational interview check in | * **Job & internship search action plan due 2/7** * Reading: Career Choice 101 * Week 5 discussion (Canvas) |
| Week 6: Using LinkedIn  **2/7**  **(Zoom)** | * Handshake/LinkedIn 101 * LinkedIn Assignment Review | * **LinkedIn assignment due 2/14** * Week 6 discussion (Canvas) |
| Week 7: Interviewing 101  **2/14**  **(Zoom)** | * Interviewing 101 * Mock Interviews | * **Revised resume due 2/21** * Week 7 discussion (Canvas) |
| Week 8: Salary & Benefits  **2/21**  **(Zoom)** | * Salary Negotiation * Employee Benefits | * Week 8 discussion (Canvas) |
| Week 9: Diversity in the Workplace  **2/28**  **(Zoom)** | * Diversity in the Workplace * Academic pathways & professional/graduate school | * **Informational interview presentation due 3/7** * Week 9 discussion (Canvas) * Reading: Diversity in the Workplace |
| Week 10: Presentations  **3/7**  **(In Person)** | * Informational Interview presentations | * **Informational Interview report due 3/17** * **“What’s Next?” Action Plan due 3/17** * Week 10 discussion (Canvas) |

**Assignment Descriptions**

### ***Detailed descriptions of each assignment are provided on canvas***

### Worksheets for Occupational Research (15 points each, 30 points possible)

Research **two occupations** using the worksheets on Canvas using these 3 resources

* Occupational Network: <http://www.onetonline.org/>
* Bureau of Labor Statistics: <http://www.bls.gov/ooh/>
* Washington Occupation Information System (WOIS): [https://wa.cis360.org](https://wa.cis360.org/)
  + **Username**: UWBothell22 **Password**: 22UWBothell

### Job & Internship Search Action Plan (20 points possible)

Please complete the following in the excel spreadsheet that is provided on canvas:

1. Using your occupational worksheet assignment, fill in at least two job industries (rows) on the Research tab
2. Reviewing your assessments, complete the Values and Strengths tab
3. On the Networking tab, list at least one person you are going to reach out to for an informational interview, and at least 3 questions you intend to ask during the interview.

### Resume Review with Career Services (30 points possible)

Develop a resume and have it reviewed by Career Services staff by scheduling a 30 minute resume review appointment on line with a Career Adviserat <http://www.uwb.edu/careers/appointments>. Resume guidelines and examples can be found at <http://www.uwb.edu/careers/job-search-tools/resumes>. It is helpful if you bring a copy of the job description you are customizing your resume to for the appointment. Please submit your resume to Canvas and highlight content you updated as a result of your resume review.

### LinkedIn Assignment (20 points possible)

Create a fully completed LinkedIn profile at <http://www.linkedin.com/>. Follow the *LinkedIn Assignment Instructions* on Canvas and guidelines for creating and completing your profile. Getting started and resources can be found on the Career Services website at <http://www.uwb.edu/careers/job-search-tools/networking/linkedin-tips>

**To SUBMIT your assignment**: Connect directly with Monique by sending a connection request: <https://www.linkedin.com/in/monique-l-taylor/>

### Informational Interview Report and Presentation (150 points possible)

Seek out one or two individuals currently working in the career field you selected to explore. (These individuals should not be in your immediate family). Request a 20-30 minute video or telephone interview. Use the informational interview guidelines provided on the Career Services website: <https://www.uwb.edu/career-services/resources/networking/career-conversations>

**Note: Most students report that this is one of the most valuable learning experiences from this class. Don’t procrastinate! I encourage you to make the most of this opportunity.**

#### **Informational Interview Instructions**

*Type and submit a 1-2 page report and give a virtual class presentation*

During the last week of class you will be asked to share highlights of your informational interview in a 7-10 minute presentation, including your conclusion and next steps.

* This should be a professional presentation.
* Clearly identify what you have gained from the learning objectives of this course.

Focus on your informational interview and the lessons learned. Reflect on if you have moved in the Career Decision Pyramid: <http://www.uwb.edu/careers/majors-and-careers/pyramid>.

### What’s Next? Action Plan (10 points possible)

Reflecting on all that you have learned an done this quarter, create a 1-page action plan for how you will build upon your experience in this class. Use the worksheet provided on canvas to complete this assignment

**Grading Criteria**

| **Assignment** | **How to Submit** | **Due Date** | **Points** |
| --- | --- | --- | --- |
| Weekly discussion response | On Canvas | **Weekly** | **40** |
| Two Worksheets for Occupational Information (15 points each) | On Canvas | **1/17** | **30** |
| Job & Internship Search Action Plan | On Canvas | **2/7** | **20** |
| LinkedIn Assignment | Submit profile link on Canvas. Also connect directly with Monique by sending a connection request: <https://www.linkedin.com/in/monique-l-taylor/> | **2/14** | **20** |
| Resume Review with Career Services | Appointment with Career Services – submit before and after resume on Canvas | **2/21** | **30** |
| Informational Interview Presentation | Virtual Presentation | **3/7** | **50** |
| Informational Interview Report | On Canvas | **3/17** | **100** |
| What’s Next? Action Plan | On Canvas | **3/17** | **10** |
| **Total** | **Quarterly Total for Assignments** |  | **300** |

**Late Policy:** Work should be turned in fully completed and on time. However, life happens. In the event that you cannot turn something in on time, please contact Monique as soon as possible to discuss your options.

**Incompletes:** University rules state that “an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.”

**Important Course Policies and Resources**

**Face Coverings in the Classroom**

The health and safety of the University of Washington community are the institution’s priorities. Please review and adhere to the [UW COVID Face Covering Policy [pdf]](https://www.ehs.washington.edu/system/files/resources/COVID-19-face-cover-policy.pdf)

**Academic Misconduct**

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you’re uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

* Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
* Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
* Unauthorized collaboration (working with each other on assignments)

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

**Access and Accommodations**

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at uwbdrs@uw.edu.

**For Our Veterans**

Welcome! We at UW Bothell understand that the transition into civilian life can be challenging for our veteran students and we have many resources for any who may want to reach out for guidance or assistance. This includes our Vet Corp Navigator through the WDVA and our Student Veterans Association (SVA). Please contact Veteran Services at 425.352.5307 or rosal@uw.edu. For those of you needing more URGENT support, please call The Suicide Prevention Hotline 1.800.273.8255 or connect with the UWB CARE Team <https://www.uwb.edu/studentaffairs/care-team>.

**Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request Form](file:///C:\Users\motay93\Documents\Teaching%20Things\BISSKL%20250\(https:\registrar.washington.edu\students\religious-accommodations-request\)) [(https://registrar.washington.edu/students/religious-accommodations-request/)](file:///C:\Users\kwilson2\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\FATGGW6N\(https:\registrar.washington.edu\students\religious-accommodations-request\)).

**Inclusivity**

Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. The [Diversity webpage](https://www.washington.edu/diversity/) provides an overview of the ways the university addresses this value. Inclusivity applied to teaching a course means that assignments and activities should be accessible to all students, including class trips or research in the field. In such cases, alternative assignments should be available to those who need them.

**Medical Notes**

Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. To protect student privacy and the integrity of the academic experience, students will not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. Students are responsible for taking any number of examinations for which they are scheduled on a given day and may not request an adjustment for this reason alone.

**Technology Protocol**

Please respect your peers and faculty by refraining from any personal electronic usage during class.

**Campus Safety**

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus’s team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

**Title IX**

UW, through [numerous policies](https://www.washington.edu/titleix/policies/), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.

For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit [UW Title IX’s webpage](https://www.washington.edu/titleix/), specifically the [Know Your Rights & Resources](https://www.washington.edu/titleix/files/2020/08/KYRR-guide-8-10-2020-LINKED.pdf) guide.

Please know that if you choose to disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) with resources and individuals who can best provide support and options. You can also access those resources directly:

* Confidential: [Confidential advocates](https://www.washington.edu/sexualassault/support/advocacy/) will not share information with others unless given express permission by the person who has experienced the harm or when required by law.
* Private and/or anonymous: [SafeCampus](https://www.washington.edu/safecampus/) provides consultation and support and can connect you with additional resources if you want them.You can contact SafeCampus anonymously or share limited information when you call.

Please note that some senior leaders and other specified employees have been identified as [“Officials Required to Report.](https://www.washington.edu/titleix/title-ix-officials-required-to-report/)” If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options.

Title IX website: <https://www.washington.edu/titleix/>

Support and help page: <https://www.washington.edu/titleix/resources/>

Confidential advocates: <https://www.washington.edu/sexualassault/support/advocacy/>

SafeCampus: <https://www.washington.edu/safecampus/>

Officials Required to Report: <https://www.washington.edu/titleix/title-ix-officials-required-to-report/>

Related policies: <https://www.washington.edu/titleix/policies/>