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| **Course Title**: Career Exploration | BISSKL 250 | SLN# 11728 |
|  **2** credits | **Quarter**: Spring | **Year**: 2024 | **Thursdays**, 11:00am-1:00pm | **In-Person,** UW1-031 |
| **Instructor**: Lillian Seidel (She/Her/Hers) |
| **Instructor Contact**:Email: lseidel@uw.eduOffice: <https://washington.zoom.us/j/98431283866> Office Hours: Tuesdays from 3-4pm 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 a career path. You will research and gather information, assess your strengths, develop job search tools, and learn how to make thoughtful and authentic 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 drop in to my office hours. If you would like to meet outside of posted office hours, please email me to schedule an appointment. Please allow 2-3 business days for a response and note that I will respond to any emails sent over the weekend on the following week.

 **Learning Outcomes**

**Outcome #1:** Learn how to identify 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.

 **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. If you have any concerns about your ability to maintain regular access to Canvas, please talk to Lillian right away!

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| **3/28** | ***In Class*** | ***After Class*** |
| Welcome & Introductions | * Welcome and Introduction
* Syllabus Review
* Community Agreements
* Career Decision Pyramid
* Unique and Shared
 | * Good Experiences Assignment
* Discussion Post #1
 |
| **4/4** |  |
| Defining Your Career | * Dependable Strengths Workshop
* Define Your Career Activity
 | * Energy Tracker Assignment
* Discussion Post #2
 |
| **4/11** |  |
| Occupational Research & Networking | * Intro to Research/Exploration Tools
* LinkedIn Profile Working Session
 | * LinkedIn Assignment
* Reach out to 5-10 professionals
* Discussion Post #3
 |
| **4/18** |  |
| Job & Internship Search Strategies & Materials | * Job Tracking Spreadsheet
* Job Search Resources
* Resumes & Cover Letters
 | * Take Career Launch assessment
* Discussion Post #4
* Draft Resume
 |
| **4/25** |  |
| Professional Communication | * Peer Review – resumes
* Preparing for Career Conversations
* Crafting Intentional Questions
* Professional Follow-up
* Informational Interview Prep
 | * Submit resume to Career Services Canvas for review
* Discussion Post #5
 |
| **5/2** |  |
| Interviewing | * Interviewing 101
* Mock Interview Activity
* Informational Interview Prep
 | * Submit 3 questions for alumni panel
* Discussion Post #6
 |
| **5/9** |  |
| Salary & Benefits,Graduate School | * Salary Negotiation 101
* Graduate School
* Informational Interview Prep
 | * Discussion Post #7
 |
| **5/16** |  |
| Diversity in the Workplace | * Diversity in the Workplace, Alumni Panel
* Informational Interview prep
 | * Discussion Post #8
 |
| **5/23** |  |
| Presentations | * Presentations
 | * Discussion Post #9 due by **May 29th at 11:59pm**
 |
| **5/29** |
| Submitting Final Assignments | * No Class – Good luck on finals!
 | * Submit Informational Interview Report on Canvas by **May 29th** **at 11:59pm**
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**Assignment Descriptions**

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

### Class Participation (20 points possible)

This class is what you make of it, and active participation is key to your success in this class. You will be expected to actively engage in all in-class and Canvas activities. This includes attending each class session, responding to all discussion prompts on Canvas, and fully participating in the informational interview project.

### Good Experience Assignment (10 points possible)

Write a reflection on 3-4 “Good experiences” (1 paragraph per experience).

* A Good Experience is: Something you feel you **did** well; You **enjoyed** doing; You are **proud** of.
* You are encouraged to find experiences that are not directly related to work or school. They can come from any age (high school or younger is encouraged!). We will use these for an in-class workshop. Full assignment details can be found in Canvas.

Submit via Canvas by 10:59am (before class) on April 4th.

### Energy Tracker Assignment (15 points possible)

Spend at least three days during the week of the assignment keeping track of the tasks/activities that bring you energy and those that deplete you. You might pay particular attention to your class assignments and your work/volunteering/research experiences, if applicable.

Write a reflection paragraph about what you noticed – are there any trends emerging in the activities that give you energy or drain you? What does this activity tell you about the types of jobs that you might find more or less energizing?

Submit via Canvas by 10:59am (before class) on April 11th.

### LinkedIn Assignment (30 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 <https://www.uwb.edu/career-services/resources/linkedin-tips>

This assignment will also help you prepare for your Informational Interview assignment. Once you have finished creating or updating your LinkedIn profile, use the site and/or other resources to search for 5-10 professionals using the instructions provided on Canvas.

**To SUBMIT your assignment**:

1. Connect directly with Lillian by sending a connection request: [www.linkedin.com/in/lillianseidel](http://www.linkedin.com/in/lillianseidel)
2. Submit the completed LinkedIn Assignment Worksheet on Canvas

### Resume Review with Career Services (25 points possible)

Develop a resume and have it reviewed by Career Services staff by uploading your draft resume to the Career Services Canvas page:<https://canvas.uw.edu/courses/1401024>

Resume guidelines and examples can be found at <https://www.uwb.edu/career-services/resources/resumes>. Please submit your resume to Canvas and a one-page document that highlights the content you updated as a result of your resume review.

### Informational Interview Report and Presentation (100 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 in person, 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**

During the week of May 23rd, you will be asked to share highlights of your informational interview in a 3-5 minute presentation, including your conclusion and next steps.

* This should be a professional presentation.
* Clearly identify:
	+ Whom you met with and why
	+ General topics you discussed
	+ What you learned
	+ How this experience inspired or challenged you
	+ Any other points of interest from the interview, including how it relates to your own career development and what you have learned from this course.
* Please deliver this using some form of slides (PowerPoint, Prezi, Canva, Google Slides, etc.). I encourage you to be creative! Slides are due by email to Lillian (lseidel@uw.edu) by **noon** the day before presentations.

Type and submit a 2-page report (12pt font, double-spaced) on Canvas. Your report will cover similar content as your presentation but will allow you to go into more depth. While your presentation will be for your peers, the report will be read only by Lillian.

**Grading Criteria**

| For UWB grading policies and procedures, see <http://depts.washington.edu/grading/> This class is offered on a credit/no credit basis. Your grade will be based on the following assignments. You must earn a minimum of 70% to earn credit for this course. |
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| **Assignment** | **How to Submit** | **Due Date** | **Points** |
| Good Experiences Assignment | On Canvas | **Before class on 4/4**  | **10** |
| Energy Tracker Assignment | On Canvas | **Before class on 4/11** | **15** |
| LinkedIn Assignment | Submit assignment worksheet on Canvas. Also connect directly with Lillian by sending a connection request: [www.linkedin.com/in/lillianseidel](http://www.linkedin.com/in/lillianseidel) | **Before** **class on 4/18** | **30** |
| Resume Review with Career Services | Upload resume for review to Career Services pageSubmit before and after resume on Canvas | **Before class on 5/2** | **25** |
| Informational Interview Presentation | In-person presentation to the class. Slides due to Lillian by email (lseidel@uw.edu) by **noon** the day before presentations. | **Slides due by noon on 5/22. Presentation in class** **on 5/23** | **50** |
| Informational Interview Report | On Canvas | **By 11:59pm on 5/29** | **50** |
| Course Participation | Varies | **Weekly** | **20** |
| **Total** | **Quarterly Total for Assignments** |  | **200** |

**Late Policy:** Work should be turned in fully completed and on time. Assignments that are due before class must be submitted by 10:59am to be counted on time. In the event that you cannot turn something in on time, please email Lillian as soon as possible **before**the assignment due date. Requests for extensions after the due date has already passed will not be considered.

**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](http://depts.washington.edu/uwdrs/) 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 Member through the WDVA/AmeriCorp and our Student Veterans Association (SVA). Please contact Veteran & Military Resources at 425.352.5307 or rosal@uw.edu. For those of you needing more URGENT support, please dial 988 and press 1 ([https://www.veteranscrisisline.net/](https://urldefense.com/v3/__https%3A/www.veteranscrisisline.net/__;!!K-Hz7m0Vt54!hgYoK0Qc3ZMK7gIgew1V2aGIZ6grlktVxMoD1cE0bh7KVedjyqO90sLBWQR_MBbEFwEkHZwywcIfN1hNNeU$)). You may call or text 988 to be connected to the Suicide Prevention Hotline. For non-urgent needs, connect with the UWB CARE Team [https://www.uwb.edu/studentaffairs/care-team](https://urldefense.com/v3/__https%3A/www.uwb.edu/studentaffairs/care-team__;!!K-Hz7m0Vt54!hgYoK0Qc3ZMK7gIgew1V2aGIZ6grlktVxMoD1cE0bh7KVedjyqO90sLBWQR_MBbEFwEkHZwywcIf357xZOs$).

**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 (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/>