Class Information
University of Washington Bothell, Career Development Program
Winter 2020, B Core 211A
Wednesdays 3:30p – 5:30, UW2 131
Hybrid:
[In class: 1/8, 1/29, 2/19, 3/11]
[Online Conference: 1/15; 2/5, 2/26]
[Self-paced: 1/22, 2/12, 3/4]

Instructor
Curtis Takahashi, Career Development Program Advisor, Career Services

Gender Pronouns
He, Him, HIs

Contact Information
curtis@uw.edu, 425-352-3418, Office Number UW1-109

Office Hours
Before class on Wednesdays from 2 – 3:30p. In addition, you can email me at any time to make an appointment.

Location
Career Services is located within the Student Success Center, in UW1 – 160.

Course Description
“A whopping 91% of talent professionals agree that soft skills are very important to the future of recruiting and HR.” (McLaren, 2019)

In this course you will:
- Examine and practice principles that will allow you to take your university experience into the workplace and lay a foundation for a successful career
- Receive a thorough grounding in requisite career competencies while building your network of academic and career support
- Research, explore and understand the vital role of diversity, equity and inclusion in today’s changing workplace

This professional development coursework focuses on the National Association of Colleges and Employers (NACE) career readiness competencies that are essential for workplace success. This is a collaborative learning environment where we will work together to discuss issues and solve problems. You will sharpen your own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.

This is a hybrid course. We will meet as a class four times in the quarter. The online portion of our class will meet via Canvas Conferences. All assignments noted in the syllabus have expanded instruction posts in the Canvas Course Space. (Please read the “Canvas” section to follow.) This means that you will be responsible for doing most of the course work on your own and that you will need to be diligent in completing the reading assignments, responding to the online writing prompts and commenting on the observations of your fellow classmates. In order to pass the course, you will need to complete all of the assignments in a timely manner and participate in the final project.

Required Text
Required Reading
- Bennett, Milton J. *The Developmental Model of Intercultural Sensitivity*
- Frey, William H. (2018) *The US will become ‘minority white’ in 2045, Census projects*
- UW Medicine (2019) *What Microaggressions Are and How to Prevent Them*

Course Learning Objectives
In this course, you will:
1. Attain and demonstrate the essential career readiness competencies
2. Build career capital and a network of support
3. Develop career readiness tools
4. Understand the importance of Diversity, Equity and Inclusion in the workplace

Requirements, grading and evaluation
Canvas
Canvas, UW Bothell’s e-learning environment, is an online resource that the University provides for students and faculty free of charge. Canvas will be utilized as an essential component of this course. It is important that you take responsibility for accessing your Canvas account within the first week of class and regularly thereafter. Class resources, presentations, assignments, handouts and ongoing grade tracking are examples of ways we will use Canvas. Students can access Canvas from links on the UW Bothell home page http://www.uwb.edu/learningtech/elearning/canvas (Canvas Home Page).

Canvas Conferences
It is highly recommended that you read through these Canvas resources before joining the first conference.
How do I join a conference in a course as a student?
How do I use the Conferences interface as a participant?

Methods of Evaluation
There is a total of **340 points available** in this course. This is a 2-credit course that is graded as Credit/No Credit ONLY. Credit will be given for all assignments turned in by the due date and a minimum of 261 points must be earned to receive credit for the course. Please see late policy below. Check with your academic advisor to make sure these credits fit into your graduation requirements.

Evaluation Rubric

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>How to Submit</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Reading Discussions</td>
<td>Participate in online discussions, dialog and reading reviews on Canvas – 5 points per week</td>
<td>Weekly</td>
<td>40</td>
</tr>
<tr>
<td>StrengthsQuest Assessment</td>
<td>Complete assessment online. Participate in online interpretation session.</td>
<td>1/15: 3:30 pm</td>
<td>25</td>
</tr>
<tr>
<td>Resume Draft</td>
<td>Submit resume on Canvas</td>
<td>1/22</td>
<td>25</td>
</tr>
<tr>
<td>LinkedIn Draft</td>
<td>Join the class LinkedIn page</td>
<td>1/29</td>
<td>25</td>
</tr>
<tr>
<td>Leadership Journey Paper</td>
<td>Submit on Canvas</td>
<td>2/19</td>
<td>40</td>
</tr>
<tr>
<td>Career Competency Workbook</td>
<td>Submit on Canvas</td>
<td>2/26</td>
<td>25</td>
</tr>
<tr>
<td>Diversity Statement</td>
<td>Submit on Canvas</td>
<td>2/05</td>
<td>40</td>
</tr>
<tr>
<td>Resume/LinkedIn Review with Career Services</td>
<td>Schedule an appointment with Career Services – submit resume on Canvas</td>
<td>3/4</td>
<td>40</td>
</tr>
<tr>
<td>Final Team Project</td>
<td>Class presentation. Submit report on Canvas</td>
<td>3/11</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Quarterly Total for Assignments</strong></td>
<td></td>
<td><strong>340</strong></td>
</tr>
</tbody>
</table>

All assignments will be listed in detail on Canvas
Assignments in Detail

Weekly Online Reading Discussions (40 points possible)
We will learn from each other and it is expected that you will read assigned book chapters and other supplemental articles and actively participate in weekly online discussions by offering thoughts, questions, and insights. This is intended to be a conversation, so check into the discussion periodically during the week.

StrengthsQuest Assessment (25 points possible)
This 30-minute online assessment, the Clifton StrengthsFinder, has helped students gain insights into how to use their talents to achieve academic success, to explore careers, and in leadership development. After you take the Clifton StrengthsFinder, you'll receive a customized report that lists your top five talent themes, along with action items for development and suggestions about how you can use your talents to achieve academic, career, and personal success.

Resume Draft (25 points possible)
A resume is a brief, concise document that presents, and effectively sells, your most relevant and positive credentials for employment, admission to graduate school, consideration for a scholarship or fellowship, or other professional purpose. Develop a first resume. If you already have a resume, review it and make any adjustments.

LinkedIn Draft (25 points possible)
LinkedIn has become an essential tool for career management. It is a great way to connect with potential employers as well as other professionals and industry experts. Creating and maintaining a LinkedIn profile page will greatly enhance your career mobility. Create a LinkedIn profile and join the class LinkedIn group.

Leadership Journey Paper (40 points possible)
The purpose of this assignment is to help you identify your leadership style, strengths and opportunities for growth. It can be argued that true leadership comes from our own unique experiences, beliefs and commitments. The most effective leaders have a strong sense of purpose, closely-held values and a clear sense of their leadership style and strengths. Knowing your own purpose, values and leadership skills and qualities will help you be more effective in any role you play. Note: For this assignment, you will be asked to incorporate written feedback from 7-10 people in your life, so please plan accordingly.

Career Competency Workbook (25 points possible)
During your time here at UW Bothell, you'll likely be involved in many activities that will help deepen your education. Whether it's a class project, student club event or campus employment, many of these activities will help build the skills and competencies that employers are seeking. This workbook is designed to help you collect records of these activities and begin thinking about your future career path.

Diversity Statement (40 points possible)
Some employers, especially those who have a diverse customer base or provide services to a diverse population, are requesting a diversity statement as part of their application process. In this assignment, you are asked to provide your diversity statement.

Resume/LinkedIn Review with Career Services (40 points possible)
Further develop of your resume and LinkedIn page by having it reviewed by Career Services staff.

Final Team Project (80 points possible)
The purpose of this assignment is to help you identify and develop your teamwork/collaboration style and strengths while discovering opportunities for growth. During this assignment you will work with your team to manage a project from start to finish. You will work with your team to develop a solution to your assigned task. You will need to meet with your group outside of class so please plan accordingly.
Classroom Conduct
This class is designed to prepare you for a rewarding career. This starts with developing the professional attitudes that will help you succeed in the workplace. Therefore, the following guidelines and policies have been compiled to keep our class on track and make the most of our time together. Remember, you are an integral part of this class and are here to add value. We need everyone’s best attention and thinking so we can utilize our time most effectively.

Late Policy
This course is designed to support students in developing career readiness competencies, including communication and professionalism/work ethic. Please plan on submitting your assignments by the established deadlines. Late submissions will be accepted with a penalty of a 10% grade point deduction for each day late following the due date and time. If you recognize a challenge in meeting a deadline, advocate for your success by proactively communicating challenges with your instructor. Communication prior to the deadline allows time for us to negotiate a solution and avoid a late penalty.

Electronics Policy
1. Phones may not be used during class and must be switched off or silenced. We will take a mid-class break. This will be your opportunity to catch up on any phone messages.
2. Laptops, tablets and other devices may be used to take notes and look up relevant information.
3. When possible, please make communicate with the instructor if you are expecting any emergency communications.

Please read:
Why Successful People Never Bring Smartphones Into Meetings:

Professional Environment
1. Competence - You’re good at what you do – and you have the skills and knowledge that enable you to do your job well.
2. Reliability - People can depend on you to show up on time, submit your work when it’s supposed to be ready, etc.
3. Honesty - You tell the truth and are upfront about where things stand.
4. Integrity - You are known for your consistent principles.
5. Respect for Others - Treating all people as if they mattered is part of your approach.
6. Self-Upgrading - Rather than letting your skills or knowledge become outdated, you seek out ways of staying current.
7. Being Positive - No one likes a constant pessimist. Having an upbeat attitude and trying to be a problem-solver makes a big difference.
8. Supporting Others - You share the spotlight with colleagues, take time to show others how to do things properly, and lend an ear when necessary.
9. Staying Work-Focused - Not letting your private life needlessly have an impact on your job, and not spending time in class attending to personal matters.
10. Listening Carefully - People want to be heard, so you give people a chance to explain their ideas properly.

The more you put into practice the 10 points listed above, the better your chances will be to create a positive reputation for yourself. This can ultimately translate into raises and promotions, chances to work on more assignments that you enjoy, less likelihood of being downsized when layoffs are being considered, and the respect of peers and senior management.

Adapted from “10 Ways to be Professional at Work”
https://www.monster.ca/career-advice/article/10-ways-to-be-professional-at-work-canada
Academic Integrity
All University of Washington students are expected to conduct themselves as responsible members of the academic community. Among the standards of conduct for UW students includes the responsibility to practice "high standards of academic and professional honesty and integrity." WAC 478-120-020(2) (a).
See http://www.uwb.edu/studentaffairs/studentconduct (Student Conduct Info Link) for crucial information regarding academic integrity. The library also has an extremely useful website with resources at http://guides.lib.uw.edu/friendly.php?s=bothell/ai (Library Resources link) You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they are intentional or not.

Respect for Diversity
Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. Students are expected to: 1) Respect individual differences which may include, but are not limited to, age, cultural background, disability (including invisible disabilities), ethnicity, family status, gender presentation, immigration status, experiences with trauma and violence, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. 2) Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values. We always try and respond when we hear hateful or hurtful comments in the classroom. If EVER you feel personally hurt by comments made please let us know.
• Students seeking support around these issues can find more information and resources at www.uwb.edu/diversity and are encouraged to speak with me directly.
• To report a concern or incident motivated by biases based on race, gender, gender identity, religion, disability, sexual orientation, and ethnicity, go directly to the Public Care Report page and select “Bias Support Team” as the recipient of the report. https://uwb-advocate.sympli.com/care_report/index.php/pid649137?

Academic Performance Reporting
There are many registration deadlines that come quickly during the quarter--for instance, a decision to drop a class. As your professor, part of my job is to communicate any concerns I may have about your academic performance to your advisors. This is meant to better connect you with support resources before it is too late. UW Bothell utilizes the Navigate Student Success Management system to allow me to share such feedback with your advisors should I feel such communication is needed. In addition, your advisors may request that I submit a progress report on your behalf. These communications remain confidential between me and your advisors, but will provide them up-to-date information related to your assignments, academic progress, and participation. Using Navigate to alert advisors about your academic progress will both help advising staff to know when you might need support and will prompt me to reflect on your work and make me think about what I can do to help you succeed in this class and at UW Bothell.

Access and Accommodations
Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary 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), you are welcome to contact DRS at 425-352-5307 or uwbdrs@uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s),
and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**University of Washington Religious Accommodation Policy**

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 Faculty [Syllabus Guidelines and Resources](http://www.washington.edu). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at: [https://registrar.washington.edu/students/religious-accommodations-request/](https://registrar.washington.edu/students/religious-accommodations-request/)

**Inclement Weather**

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see [http://www.washington.edu/safety/alert/](http://www.washington.edu/safety/alert/) (UW Alert System Link). Class activities will be rescheduled as needed.

**Gender Neutral Bathrooms (ARC, Discovery Hall, Beardslee Building, Husky Village)**

For students who prefer to use an inclusive, gender neutral bathroom, the closest one located to us is Discovery Hall-LL.

**Reflection Room Information (UW1-007)**

This room is an open use space for all members of UWB who seek quiet time for meditation, reflection and prayer. No reservations are needed to utilize this space. Please follow the guidelines listed in the room about the expectations of the space.

**Lactation and Baby Changing Locations**

Lactation stations can be found in UW1-128, UW2-336, Husky Hall 1419, and Beardslee Crossing 102 U. These stations are available from 8am-5pm and can be [reserved online](http://www.washington.edu) at uw.edu/admin/services/lactation-station. Baby changing stations are located in Discovery Hall LL 050, UW2-L2 washrooms, UW1-L1 washrooms, LB1 and LB2-L1 washrooms. For additional resources available for parents, please visit [https://www.uwb.edu/studentaffairs/resources/student-parents](https://www.uwb.edu/studentaffairs/resources/student-parents) (Parent Union Link)

**Other Parenting Student Resources**

Parenting Students are encouraged to take advantage of the resources provided on campus, which include the Parent Union at UWB, the Child Care Assistance Program, priority access at Bright Horizons Bothell and Bothell KinderCare, back-up/sick care at Bright Horizons, and lactation rooms and baby changing stations on campus. For more information, please visit [https://www.uwb.edu/studentaffairs/resources-for-parents](https://www.uwb.edu/studentaffairs/resources-for-parents) (Parent Union Link), or contact the Parent Union on Facebook at [https://www.facebook.com/PUUWB/](https://www.facebook.com/PUUWB/).

**Student Support Services**

- **Career Services**: [www.uwb.edu/careers](http://www.uwb.edu/careers) (Career Services Link); 425-352-3706
- **Health and Wellness Resource Center**: [HaWRC](http://www.uwb.edu) 425.352.5190
- **Library**: [http://library.uwb.edu](http://library.uwb.edu) (Bothell Library Link); 425-352-5340
- **Quantitative Skills Center**: [http://uw.edu/qsc](http://uw.edu/qsc) (QSC Link); 425-352-3776
- **Student Counseling Services**: [http://www.uwb.edu/studentaffairs/counseling](http://www.uwb.edu/studentaffairs/counseling) (Counseling Link); 425-352-3183
- **Writing and Communication Center**: [http://www.uwb.edu/wacc](http://www.uwb.edu/wacc) (Writing Center Link); 425-352-3170
DACA and Undocumented Student Resources
To learn more about emergency funding, resources and quick links for Undocumented and DACA students, please visit https://www.uwb.edu/studentaffairs/daca-resources (DACA Resources Link).

Victim Advocacy and Support (UW1-080C), 425-352-3851
The University of Washington offers free advocacy and support for students and employees affected by sexual assault, relationship violence, domestic violence, stalking, sexual harassment and other related experiences. For more information, visit https://www.uwb.edu/sexualassault/victim-advocacy-and-support. (Advocacy and Support Link)

NOTE: Email to the VAE is not a confidential form of communication, so avoid including personal information in your email. Instead, call or use email only to set up an appointment.

The CARE Team (425) 352-SAFE (7233)
The UW Bothell Consultation, Assessment, Response and Education (CARE) Team is a confidential resource for the entire campus community when there are concerns about a student’s well-being. Their purpose is to provide proactive and supportive consultation, assessment, response and education regarding students who may be at risk or in distress. To learn more, visit the CARE website at https://www.uwb.edu/studentaffairs/care-team.

Diversity Center (UW1-173) (425) 352-5030.
The Diversity Center is open Monday-Friday from 8:30am-8:00pm. The mission is to advocate for and collaborate with others to support a safe and inclusive campus community where resources will promote equity and social justice for all students, advocate and support students through education, and foster student success to marginalized and underrepresented communities at the University. The Diversity Center is by students and for students. To learn more or make a reservation for space, visit the Diversity Center website at https://www.uwb.edu/diversity/diversity-center, email uwbdiv@uw.edu.

Health & Wellness Resource Center
The Health and Wellness Resource Center (HaWRC) is a one-stop hub connecting UW Bothell and Cascadia students with on-campus and community resources to help you thrive. Through a partnership with the United Way Benefits Hub, we provide resource connections, financial coaching and assistance, and public benefits enrollment. Learn more at uwb.edu/arc/hawrc, or visit us in ARC-120.

Husky Pantry (Husky Village Community Center & UW1-173)
Husky Pantry is a resource for all UW Bothell students who might be between paychecks or just need some extra resources to get through the week or month. It is a food pantry that can be accessed by any student, housing resident or non-resident, who is facing food insecurity. The Husky Pantry has two locations:

Husky Village Community Center can be accessed 24/7 by asking the Community Assistance (CA) at the front desk to open it during business hours (Monday-Friday 8:00am-6:00pm, Saturday 12:00pm-6:00pm) or by calling the Resident Assistant (RA) on duty at 206-245-5536 after hours. If you have any questions you can also email Residential Life at uwbhvcc@uw.edu.

Student Diversity Center, UW1-173. Here the Husky Pantry is open during Center hours, Monday-Friday, 8:30am-8:00 pm. The Center is closed Saturday and Sunday. To access, ask the Student Assistant at the front desk to open the pantry for your use. Use of the Husky Food Pantry is anonymous, we only record what food is taken.

To learn more about the Husky Pantry or to make a donation, visit the Husky Pantry website
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Online Discussion</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 January 8&lt;br&gt;&lt;i&gt;IN CLASS&lt;/i&gt;</td>
<td>• Welcome and Introductions&lt;br&gt;• &lt;b&gt;Building Social Capital&lt;/b&gt;&lt;br&gt;• NACE Competencies Overview&lt;br&gt;• Team Project overview</td>
<td></td>
<td>• Pre-survey - Career Decision Pyramid</td>
</tr>
<tr>
<td>Week 2 January 15&lt;br&gt;&lt;i&gt;ONLINE&lt;/i&gt;</td>
<td>• &lt;b&gt;Managing Your Career (Part 1)&lt;/b&gt;</td>
<td>• Gen Z: Realistic</td>
<td>• StrengthsQuest assessment</td>
</tr>
<tr>
<td>Week 3 January 22&lt;br&gt;&lt;i&gt;Self-paced&lt;/i&gt;</td>
<td>• &lt;b&gt;Managing Your Career (Part 2)&lt;/b&gt;</td>
<td>• Gen Z: Hyper-Custom</td>
<td>• Resume draft</td>
</tr>
<tr>
<td>Week 4 January 29&lt;br&gt;&lt;i&gt;IN CLASS&lt;/i&gt;</td>
<td>• Leadership&lt;br&gt;• Pathways Week presentations&lt;br&gt;• Guest Panel: Community Leaders</td>
<td>• Gen Z: Driven&lt;br&gt;• Husky 100</td>
<td>• LinkedIn draft</td>
</tr>
<tr>
<td>Week 5 February 5&lt;br&gt;&lt;i&gt;ONLINE&lt;/i&gt;</td>
<td>• Teamwork/Collaboration</td>
<td>• Gen Z: DYI</td>
<td>• Leadership Journey Paper</td>
</tr>
<tr>
<td>Week 6 February 12&lt;br&gt;&lt;i&gt;Self-paced&lt;/i&gt;</td>
<td>• Interpersonal Communications</td>
<td>• Gen Z: Phigital</td>
<td></td>
</tr>
<tr>
<td>Week 7 February 19&lt;br&gt;&lt;i&gt;IN CLASS&lt;/i&gt;</td>
<td>• Research &amp; Navigation of Equitable &amp; Inclusive Practices (Part 1)&lt;br&gt;• Guest Presentation: Cultural Shift and Racial Equity in the Workplace</td>
<td>• The Developmental Model of Intercultural Sensitivity</td>
<td>• Career Competency Workbook</td>
</tr>
<tr>
<td>Week 8 February 26&lt;br&gt;&lt;i&gt;ONLINE&lt;/i&gt;</td>
<td>• Research &amp; Navigation of Equitable &amp; Inclusive Practices (Part 2)</td>
<td>• The US will become ‘minority white’ in 2045, Census projects&lt;br&gt;• What Microaggressions Are and How to Prevent Them</td>
<td>• Diversity statement</td>
</tr>
<tr>
<td>Week 9 March 4&lt;br&gt;&lt;i&gt;Self-paced&lt;/i&gt;</td>
<td>• Perception Management</td>
<td>• Gen Z: FOMO</td>
<td>• Resume/LinkedIn review with Career Services</td>
</tr>
<tr>
<td>Week 10 March 11&lt;br&gt;&lt;i&gt;IN CLASS&lt;/i&gt;</td>
<td>• Final Team Project Presentations</td>
<td></td>
<td>• Final Team Project&lt;br&gt;• Post-survey - Career Decision Pyramid (End of Quarter)</td>
</tr>
</tbody>
</table>