

## Term Information

Effective Term Spring 2024  
*Previous Value* Spring 2023

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Add 100% DL version of the course

### What is the rationale for the proposed change(s)?

Several students have indicated interest in remote access to the course. Quite a few are writing dissertations that require spending some time away from campus. Some have other kinds of research travel. I think it is worth trying this offering to see whether it meets student needs.

A hybrid version would be hard to sustain because of the highly interactive nature of the course, but I think a 100% DL Zoom offering would offer equity of access and course quality similar to the in-person version.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. The course would be scheduled as normal, just delivered via Zoom.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Arts and Sciences
Fiscal Unit/Academic Org	ASC Administration - D4350
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6000
Course Title	Career Exploration for Graduate Students
Transcript Abbreviation	Grad Career Explor
Course Description	This 7-week course introduces skills for discovering a variety of career paths; assessing fit; cultivating necessary skills and networks; and entering a profession. Each student learns to use tools to research possible career paths; practices informational interviewing; identifies any skills they need to develop for the chosen path; and plans next steps to achieving their goals.
Semester Credit Hours/Units	Fixed: 1

## Offering Information

Length Of Course	7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	2

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Max Completions Allowed	2
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
<i>Previous Value</i>	<i>Never</i>
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	32.0107
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Identify their personal profile of skills, aptitudes, interests, and values.</li><li>• Locate jobs that align with their personal profiles.</li><li>• Use several tools for career exploration.</li><li>• Practice informational interviewing.</li><li>• Identify skills to develop and next steps to take.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Assessment of skills, aptitudes, interests, and values.</li><li>• How to identify and explore career paths that fit.</li><li>• Informational interviewing.</li><li>• Fitting career development into one's graduate program.</li></ul>
Sought Concurrence	No

**COURSE CHANGE REQUEST**  
6000 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/17/2023

**Attachments**

- ARTSSCI 6000 proposed online version syllabus.docx: ASC 6000 Online Syllabus  
*(Syllabus. Owner: Hanlin, Deborah Kay)*
- Career Exploration for Graduate Students Syllabus SP23 session 2.pdf: ASC 6000 SP 23 Syllabus  
*(Syllabus. Owner: Hanlin, Deborah Kay)*
- ARTSSCI 6000 asc-distance-approval-cover-sheet.pdf: ASC 6000 Distance Approval Cover Sheet  
*(Other Supporting Documentation. Owner: Hanlin, Deborah Kay)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hanlin, Deborah Kay	05/09/2023 09:16 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	08/17/2023 05:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/17/2023 05:54 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/17/2023 05:54 PM	ASCCAO Approval



## SYLLABUS

### ARTSSCI 6000

### Career Exploration for Graduate Students

Spring 2024 (first seven-week session)

Wednesdays, 9:10-10:55

1 credit hour, S/U

Class number: TBD

Online, synchronous via Zoom at this link:

<https://osu.zoom.us/j/3825747313?pwd=VEpPVE1BShQ4cXlUbFRDY29hV3ZYUT09>

## COURSE OVERVIEW

### Instructor

Instructor: Danielle Fosler-Lussier

Email address: (preferred contact method) fosler-lussier.2@osu.edu

Office hours: Wednesdays, 10:55-11:25, via Zoom; or email for appointment.

### Prerequisites

Graduate standing in any program, or permission of instructor

### Course description

This course, tailored to the needs of graduate students, introduces skills for discovering a variety of career paths; assessing fit; cultivating necessary skills and networks; and entering a profession. We focus first on students' existing skills, aptitudes, interests, and values, considering how to translate these into a variety of careers. Students then examine and use several tools for career exploration. Each student identifies possible paths that align with their personal profiles. Students practice informational interviewing; identify any skills they need to develop for the chosen path; and identify next steps to achieving their goals.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- identify their personal profile of skills, aptitudes, interests, and values

- locate jobs that align with their personal profiles
- use several tools for career exploration
- practice informational interviewing
- identify skills to develop and next steps to take

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online, delivered synchronously. Students must attend and actively participate in class meetings, which are held in Zoom.

**Pace of online activities:** This course is divided into weekly units. Students are required to complete out-of-class assignments, which are due the evening before class meetings in weeks 2-7. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **1-credit-hour, 7-week course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 2 hours per week of time spent on direct instruction and discussion (in-class time) in addition to 4 hours per week of work outside of class (reading and assignment preparation, for example).

**Attendance and participation requirements:** Students must complete out-of-class assignments, due at the start of class meetings in weeks 2-7. The following is a summary of students' expected participation:

- **Participating in class meetings: 1 HOUR 50 MINUTES PER WEEK**

Students must actively participate in class meetings and discussions. It is important that students contribute to the work of the class as a whole by sharing their thinking.

- **Assignments completed outside of class time: ABOUT 4 HOURS PER WEEK**

All assignments must be completed for a satisfactory grade to be assigned in the course.

- **Office hours: OPTIONAL**

Attending office hours for individual consultation is optional.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

- Bill Burnett and Dave Evans, *Designing Your Life: How to Build a Well-Lived, Joyful Life* (Knopf, 2018). Used copies are plentiful and about \$12 at <https://www.alibris.com> and elsewhere.

- All other materials are delivered via our Carmen site, at no charge.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
40% in-class participation in discussion and exercises.  More than one unexcused absence will result in a grade of Unsatisfactory.	40
60% completion of out-of-class assignments.  All assignments must be completed for a satisfactory grade to be assigned in the course.	60
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

### Descriptions of major course assignments

All assignments in this course are graded on a completion basis (S/U)

#### Class participation

Participation in each class meeting is marked as satisfactory when the student (1) comes prepared, having done the necessary thinking and assignment; (2) speaks on topic in class; (3) responds thoughtfully and kindly to others' ideas; (4) maintains confidentiality and refrains from discussing in other settings the perspectives shared by other students in the course.

**Academic integrity and collaboration:** Every student's situation is different, and each student will pursue career exploration that is relevant to their own situation. Students are expected to develop individual strategies, though they will also learn from each other.

## Online submissions

Assignments are marked as satisfactory if (1) the student demonstrates thoughtful and relevant engagement with the subject matter; (2) the student posts the completed work in Carmen by 10 pm on the evening before our class meeting; (3) the student has made an effort to contribute an answer that furthers the student's own thinking. Some assignments require a discussion post in Carmen; others are preparation for in-class discussion.

**Academic integrity and collaboration:** Students may consult each other for ideas or share the names of potential informational interview participants. Each student is expected to complete written assignments independently.

## Late assignments

Late submissions will not be accepted. Please refer to the course calendar for due dates.

## Grading scale

**Grading Scale:** This course is graded on a Satisfactory/Unsatisfactory basis.

S=Satisfactory

U=Unsatisfactory

## Instructor feedback and response time

I am most easily reached by email at [fosler-lussier.2@osu.edu](mailto:fosler-lussier.2@osu.edu).

You can call **614-688-4357 (HELP)** at any time if you have a technical or computer problem.

- **Grading and feedback:** For weekly assignments, you can generally expect feedback from me within **7 days**.
- **Email:** I will generally reply to emails within **48 hours on days when class is in session at the university**.

## OTHER COURSE POLICIES



## Discussion and communication guidelines

Everyone is expected to speak and write respectfully, with thoughtful consideration of others' perspectives, situations, and viewpoints. Insulting or demeaning language will not be permitted in this course.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

Your graduate faculty advisor and your department are the best source of information regarding advising resources.

## Copyright for instructional materials

### COPYRIGHT

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside

of the course. You own your written contributions to this course. Please do not copy or distribute the work of other students.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Accessibility of course technology**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan. 10	<b>Class meeting, 9:10-10:55 am Eastern time.</b> Where we start: skills, aptitudes, interests, values
	Jan. 16	<b>Assignment due 10 pm.</b> Complete the three short assessments in the Imagine PhD tool (imaginephd.com, geared to arts, humanities, and social sciences) or the MyIDP tool ( <a href="https://myidp.sciencecareers.org">https://myidp.sciencecareers.org</a> , geared to life and physical scientists). Look closely at your results. (30 minutes) <ul style="list-style-type: none"> <li>• Take an initial look at some job families that align with your profile. (1.5-2 hours)</li> <li>• Respond to prompt in the Carmen discussion forum: Name two job families that align well for you, and name an example of an appealing type of position in each one. (We will discuss these in class.)</li> </ul>
2	Jan. 17	<b>Class meeting, 9:10-10:55 am Eastern time.</b> Finding information about careers; assessing a career's alignment with your skills and values
	Jan. 23	<b>Assignment due 10 pm.</b> Choose two job families and types of position that you want to learn more about; read the resources in ImaginePhD or MyIDP for those job families, including job advertisements. Narrow down one specific kind of position within each job family that appeals to you. (2 hours) <ul style="list-style-type: none"> <li>• Examine the skills needed to do those two jobs; identify any that you don't currently have, or that you don't expect to gain in the course of your graduate studies. (1 hour)</li> <li>• In response to the discussion question in Carmen, post a summary of that information. (30 minutes)</li> </ul>
3	Jan. 24	<b>Class meeting, 9:10-10:55 am Eastern time.</b>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Mentoring, inside and outside of your graduate program; finding mentors for YOUR path
	Jan. 30	<p><b>Assignment due 10 pm.</b></p> <ul style="list-style-type: none"> <li>• Listen to Maren Wood’s “Job Search the Smart Way” podcast, episode 34, “How to Network when You Don’t Have a Network” (23 min.), <a href="https://podcasts.apple.com/us/podcast/episode-34-how-to-network-when-you-dont-have-a-network/id1556145735?i=1000567415353">https://podcasts.apple.com/us/podcast/episode-34-how-to-network-when-you-dont-have-a-network/id1556145735?i=1000567415353</a></li> <li>• Using Imagine PhD’s “Connect” and/ or MyIDP’s “Talk to People” resources, look at the advice about taking an informational interview in that line of work (30 min.)</li> <li>• Search on LinkedIn for people who have a degree like the one you are pursuing who have jobs relevant to your interests. These may be OSU alumni. (1.5 hours)</li> <li>• Make appointments for at least two informational interviews (with two separate people) in a job family that interests you, to take place by phone, zoom, or in person before Feb. 13 (1 hour for making appointments).</li> </ul>
4	Jan. 31	<p><b>Class meeting, 9:10-10:55 am Eastern time.</b></p> <p>Talking to people about their jobs; Our jobs and our lives</p>
	Feb. 6	<p><b>Assignment due 10 pm.</b></p> <ul style="list-style-type: none"> <li>• Read Allison Doyle, “What is the Hidden Job Market?” (10 minutes) <a href="https://www.thebalancecareers.com/what-is-the-hidden-job-market-2062004">https://www.thebalancecareers.com/what-is-the-hidden-job-market-2062004</a></li> <li>• Read Burnett and Evans, <i>Designing Your Life</i>, “Start where you Are,” pp. 3-14, and “How Not to Get a Job,” pp. 129-44 (1.5 hours)</li> <li>• Bring a CV or resumé and a job description to class on Feb. 7</li> <li>• complete informational interviews as you can (1 hour)</li> </ul>
5	Feb. 7	<p><b>Class meeting, 9:10-10:55 am Eastern time.</b></p> <p>Resumés, cover letters, and OSU resources: naming your transferable skills</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
	Feb. 13	<p><b>Assignment due 10 pm.</b></p> <ul style="list-style-type: none"> <li>• Conduct at least two informational interviews; afterward, write down your thoughts about them. (at least 20 minutes for each interview; plus 30 minutes after each for note-taking and reflection)</li> <li>• Answer the discussion question about your interviews in the Carmen discussion forum. What did you learn? What do you still need to know? (15 minutes)</li> <li>• Read Burnett and Evans, <i>Designing Your Life</i>, “Design Your Lives,” pp. 87-105 and complete the Odyssey Planning Worksheet (1.5 hours).</li> </ul>
6	Feb. 14	<p><b>Class meeting, 9:10-10:55 am Eastern time.</b> Discussion of informational interviews; and work on next steps</p>
	Feb. 20	<p><b>Assignment due 10 pm.</b></p> <ul style="list-style-type: none"> <li>• Read chapter 10 of Stacey Vanek Smith, <i>Machiavelli for Women</i> (Gallery Books, 2021), pp. 195-224. PDF in Carmen. (1 hour)</li> <li>• Read Burnett and Evans, <i>Designing Your Life</i>, “Choosing Happiness,” pp. 157-179 (1 hour)</li> </ul>
7	Feb. 21	<p><b>Class meeting, 9:10-10:55 am Eastern time.</b> Interviewing and Negotiating; the career design cycle</p>

### Further career exploration resources

Items in **\*bold** are services provided specifically to Ohio State students.

#### Coaching and “how to” job search information

**\*Buckeye Careers (Office of Student Life)**

<https://careers.osu.edu>

**\*Arts and Sciences Center for Career Success** (each college has a career office)

<https://asccareersuccess.osu.edu/undergraduate-students/personalize-your-career-plan/career-coaching>

**\*Buckeye OnPace** (self-guided career development content)

<https://onpace.osu.edu/modules/>

**\* AlumniFire** (OSU alumni search) <https://osu.alumnifire.com>

The Balance Careers <https://www.thebalancecareers.com>

### Financial support

**\*Council of Graduate Students Career Development Grant**

[https://cgs.osu.edu/funding-awards/development\\_funding/](https://cgs.osu.edu/funding-awards/development_funding/)

### Search job listings

**\*Handshake** <https://handshake.osu.edu/default.aspx>

Glassdoor <https://www.glassdoor.com/index.htm>

Indeed <https://www.indeed.com>

The Muse <https://www.themuse.com>

Inside Higher Ed <https://careers.insidehighered.com>

### Career Exploration tools

Imagine PhD (geared to arts, humanities, humanistic social sciences)

<https://www.imaginephd.com>

MyIDP (geared to life sciences, data science, and scientific fields in general)

<https://myidp.sciencecareers.org>

O-net <https://www.onetonline.org>

The Work Seminar (podcast by Jesse Butts)

<https://www.theworkseminar.com>

What are You Going to Do With That? (podcast by Scott Muir)

<https://podcasts.apple.com/us/podcast/what-are-you-going-to-do-with-that/id1613578382>

Articles on career development from Science.org and the Graduate Career Consortium

<https://www.science.org/content/article/myidp>

### For international students

Interstride <https://student.interstride.com>

### Specific sectors

**\*Erdős Institute** (careers in data science) <https://www.erdosinstitute.org>

HigherEdJobs (careers in higher ed; not just faculty jobs) <https://www.higheredjobs.com>

## **Career Exploration for Graduate Students**

Arts and Sciences 6000

### **Spring Semester 2023, 7-week course, second half**

Mode of offering: in-person

1 credit hour, S/U

Class number: 35564

Days/Time: Mondays, 12:10-2:00

Location: 18th Avenue Library room 205

Instructor: Dr. Danielle Fosler-Lussier

Office: Weigel 312

Email: fosler-lussier.2@osu.edu

Office Hours: 2:00-2:50, 18th Avenue Library room 205; or email for appointment.

### **COURSE DESCRIPTION**

This course, tailored to the needs of graduate students, introduces skills for discovering a variety of career paths; assessing fit; cultivating necessary skills and networks; and entering a profession. We focus first on students' existing skills, aptitudes, interests, and values, considering how to translate these into a variety of careers. Students then examine and use several tools for career exploration. Each student identifies possible paths that align with their personal profiles. Students practice informational interviewing; identify any skills they need to develop for the chosen path; and identify next steps to achieving their goals.

### **COURSE OBJECTIVES**

In the class, students will master skills for designing their careers. They will

- identify their personal profile of skills, aptitudes, interests, and values
- locate jobs that align with their personal profiles
- use several tools for career exploration
- practice informational interviewing
- identify skills to develop and next steps to take

### **REQUIRED TEXT**

Students are asked to purchase Bill Burnett and Dave Evans, *Designing Your Life: How to Build a Well-Lived, Joyful Life* (Knopf, 2018). Used copies are plentiful and about \$12 at <https://www.alibris.com> and elsewhere.

Other materials are available free of charge as links or PDFs in Carmen.

### **COURSE REQUIREMENTS**

Students must actively participate in class meetings and complete out-of-class assignments, due the evening before our class meetings in weeks 2-7. It is important that students contribute to the work of the class as a whole by sharing their thinking.



Six assignments are described in the course calendar below. The assignments are designed to build skills and encourage reflection; they are essential preparation for the work we will do in class. Students should expect to spend about 4 hours/week outside of class completing these assignments and come to class prepared to discuss their insights.

### ASSESSMENT

**Grading Scale:** This course is graded on a Satisfactory/Unsatisfactory basis.

S=Satisfactory

U=Unsatisfactory

Grades in this class are based on the following:	
40% in-class participation in discussion and exercises.	Participation in each class meeting is marked as satisfactory when the student (1) comes prepared, having done the necessary thinking and assignment; (2) speaks on topic in class; (3) responds thoughtfully and kindly to others' ideas; (4) maintains confidentiality and refrains from discussing in other settings the perspectives shared by other students in the course.
60% completion of out-of-class assignments	<p>Assignments are marked as satisfactory if (1) the student demonstrates thoughtful and relevant engagement with the subject matter; (2) the student posts the completed work in Carmen by 10 pm on the evening before our class meeting; (3) the student has made an effort to contribute an answer that furthers the student's own thinking.</p> <p>All assignments must be completed for a satisfactory grade to be assigned in the course.</p>

### ATTENDANCE POLICY

Because this is a short course (7 meetings), it is important that students come to class each week. More than one unexcused absence will result in a grade of Unsatisfactory. In cases of illness or emergency that requires a longer absence, students must make up the missed classwork as well as completing the assignments.

### Severe Weather Policy

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. In this case, I will share updates via email.

### COPYRIGHT DISCLAIMER

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. You own your written contributions to this course. Please do not copy or distribute the work of other students.

## **COURSE TECHNOLOGY**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

**Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>

**Phone:** 614-688-HELP (4357)

**Email:** [8help@osu.edu](mailto:8help@osu.edu)

**TDD:** 614-688-8743

### √ **Necessary equipment**

Computer: current Mac (OS X) or PC (Windows 7+) or tablet with high-speed internet connection for accessing course materials and completing/submitting assignments.

**Students will sometimes be asked to bring a device to class for work on in-class activities.**

### √ **Necessary software**

**Microsoft Office 365 ProPlus** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## **UNIVERSITY POLICIES:**

### **Land acknowledgment**

The University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to the land.

### **Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color,

disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Academic misconduct**

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

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. **For additional information, see the OSU Code of Student Conduct:** <https://trustees.osu.edu/bylaws-and-rules/code>

### **Class Grievances**

According to University policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23.

### **Disability Services**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To**

**establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### **Sexual Misconduct/Relationship Violence (TITLE IX)**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Religious expression**

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit [odi.osu.edu/religious-accommodations](http://odi.osu.edu/religious-accommodations).

## Course Calendar

<b>Week 1 March 6</b>	Class meeting	<b>Where we start: skills, aptitudes, interests, values</b>
<b>March 19</b>	Assignment due 10 pm	<p>Complete the three short assessments in the Imagine PhD tool (<a href="https://www.imaginephd.com">https://www.imaginephd.com</a>, geared to arts, humanities, and social sciences) or the MyIDP tool (<a href="https://myidp.sciencecareers.org">https://myidp.sciencecareers.org</a>, geared to life and physical scientists). Look closely at your results. (30 minutes)</p> <ul style="list-style-type: none"> <li>• Take an initial look at some job families that align with your profile. (1.5-2 hours)</li> <li>• Respond to prompt in the Carmen discussion forum: Name two job families that align well for you, and name an example of an appealing type of position in each one. (We will discuss these in class.)</li> </ul>
<b>Week 2 March 20</b>	Class meeting	<b>Finding information about careers; assessing a career's alignment with your skills and values</b>
<b>March 26</b>	Assignment due 10 pm	<ul style="list-style-type: none"> <li>• Choose two job families and types of position that you want to learn more about; read the resources in ImaginePhD or MyIDP for those job families, including job advertisements. Narrow down one specific kind of position within each job family that appeals to you. (2 hours)</li> <li>• Examine the skills needed to do those two jobs; identify any that you don't currently have, or that you don't expect to gain in the course of your graduate studies. (1 hour)</li> <li>• In response to the discussion question in Carmen, post a summary of that information. (30 minutes)</li> </ul>
<b>Week 3 March 27</b>	Class meeting	<b>Mentoring, inside and outside of your graduate program; finding mentors for YOUR path</b>
<b>April 2</b>	Assignment due 10 pm	<ul style="list-style-type: none"> <li>• Listen to Maren Wood's "Job Search the Smart Way" podcast, episode 34, "How to Network when You Don't Have a Network" (23 min.), <a href="https://podcasts.apple.com/us/podcast/episode-34-how-to-network-when-you-dont-have-a-network/id1556145735?i=1000567415353">https://podcasts.apple.com/us/podcast/episode-34-how-to-network-when-you-dont-have-a-network/id1556145735?i=1000567415353</a></li> <li>• Using Imagine PhD's "Connect" and/ or MyIDP's "Talk to People" resources, look at the advice about taking an informational interview in that line of work (30 min.)</li> <li>• Search on LinkedIn or OSU's AlumniFire for people who have a degree like the one you are pursuing who have jobs</li> </ul>

		<p>relevant to your interests. These may be OSU alumni, but they don't have to be. (1.5 hours)</p> <ul style="list-style-type: none"> <li>• Make appointments for at least two informational interviews (with two separate people) in a job family that interests you, to take place by phone, zoom, or in person before April 16 (1 hour for making appointments).</li> </ul>
<b>Week 4 April 3</b>	Class meeting	<b>Talking to people about their jobs; Our jobs and our lives</b>
<b>April 9</b>	Assignment due 10 pm	<ul style="list-style-type: none"> <li>• Read Allison Doyle, "What is the Hidden Job Market?" (10 minutes) <a href="https://www.thebalancecareers.com/what-is-the-hidden-job-market-2062004">https://www.thebalancecareers.com/what-is-the-hidden-job-market-2062004</a></li> <li>• Read Burnett and Evans, <i>Designing Your Life</i>, "Start where you Are," pp. 3-14, and "How Not to Get a Job," pp. 129-44 (1.5 hours)</li> <li>• Bring a CV or resumé and a job description to class on April 10</li> </ul>
<b>Week 5 April 10</b>	Class meeting	<b>Resumés, cover letters, and OSU resources: naming your transferable skills</b>
<b>April 16</b>	Assignment due 10 pm	<ul style="list-style-type: none"> <li>• Conduct at least two informational interviews; afterward, write down your thoughts about them. (15-20 minutes for each interview; plus 30 minutes after each for note-taking and reflection)</li> <li>• Answer the discussion question about your interviews in the Carmen discussion forum. What did you learn? What do you still need to know? (15 minutes)</li> <li>• Read Burnett and Evans, <i>Designing Your Life</i>, "Design Your Lives," pp. 87-105 and complete the Odyssey Planning Worksheet (1.5 hours).</li> </ul>
<b>Week 6 April 17</b>	Class meeting	<b>Discussion of informational interviews; and work on next steps</b>
<b>April 23</b>	Assignment due 10 pm	<ul style="list-style-type: none"> <li>• Read chapter 10 of Stacey Vanek Smith, <i>Machiavelli for Women</i> (Gallery Books, 2021), pp. 195-224. PDF in Carmen. (1 hour)</li> <li>• Read Burnett and Evans, <i>Designing Your Life</i>, "Choosing Happiness," pp. 157-179 (1 hour)</li> </ul>
<b>Week 7 April 24</b>	Class meeting	<b>Interviewing and Negotiating; the career design cycle</b>

## Further career exploration resources

Items in **\*bold** are services provided specifically to Ohio State students.

### Coaching and “how to” job search information

**\*Buckeye Careers (Office of Student Life)**

<https://careers.osu.edu>

**\*Arts and Sciences Center for Career Success** (each college has a career office)

<https://asccareersuccess.osu.edu/undergraduate-students/personalize-your-career-plan/career-coaching>

**\*Buckeye OnPace** (self-guided career development content)

<https://onpace.osu.edu/modules/>

**\* AlumniFire** (OSU alumni search) <https://osu.alumnifire.com>

The Balance Careers <https://www.thebalancecareers.com>

### Financial support

**\*Council of Graduate Students Career Development Grant**

[https://cgs.osu.edu/funding-awards/development\\_funding/](https://cgs.osu.edu/funding-awards/development_funding/)

### Search job listings

**\*Handshake** <https://handshake.osu.edu/default.aspx>

Glassdoor <https://www.glassdoor.com/index.htm>

Indeed <https://www.indeed.com>

The Muse <https://www.themuse.com>

Inside Higher Ed <https://careers.insidehighered.com>

### Career Exploration tools

Imagine PhD (geared to arts, humanities, humanistic social sciences)

<https://www.imaginephd.com>

MyIDP (geared to life sciences, data science, and scientific fields in general)

<https://myidp.sciencecareers.org>

O-net <https://www.onetonline.org>

The Work Seminar (podcast by Jesse Butts)

<https://www.theworkseminar.com>

What are You Going to Do With That? (podcast by Scott Muir)

<https://podcasts.apple.com/us/podcast/what-are-you-going-to-do-with-that/id1613578382>

Articles on career development from Science.org and the Graduate Career Consortium

<https://www.science.org/content/article/myidp>

**For international students**

Interstride <https://student.interstride.com>

**Specific sectors**

\***Erdős Institute** (careers in data science) <https://www.erdosinstitute.org>

HigherEdJobs (careers in higher ed; not just faculty jobs) <https://www.higheredjobs.com>



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.  
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.