

Term Information

Effective Term Spring 2025

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 Undergraduate
Course Number/Catalog 2000
Course Title Designing Your Career Experience
Transcript Abbreviation Design Career Exp
Course Description Are you unsure about whether an internship is right for you? Do you know how to find career-building opportunities (like internships) that align with your values and goals? Are you considering graduate school, but not sure how to prepare? This course provides you with practical tools, resources, and strategies to get the most out of any career-building opportunity.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 2
Max Completions Allowed 2
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions First- and second-year students only (no third-/fourth-year+ students)
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0101
Subsidy Level Baccalaureate Course

Intended Rank

Freshman, Sophomore

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

- Acquire the skills necessary to feel confident in your choice of major/minor.
- Become familiar with principles surrounding the relationship of majors to careers.
- Acquire a broad-based knowledge of internship opportunities and career paths available with your selected major and/or minor.
- Gain a better awareness of your marketable skills, attributes, and talents.
- Produce a resume, cover letter, and LinkedIn profile.
- Learn and hone interview strategies and techniques.
- Gain familiarity with job search tools, the development of networking skills and professional etiquette knowledge.
- Learn how to research and prepare for salary negotiation.

Content Topic List

- intermediate career decision-making
- resume/cover letter/LinkedIn updating
- value of liberal arts education in 21st century workplace
- searching for a job/internship/other career-building opportunity
- designing a pre-engagement plan for success in job/internship/other career-building opportunity
- the Buckeye Advantage/NACE career readiness competencies
- introduction to networking
- importance of mentorship
- interview preparation

Sought Concurrence

Yes

Attachments

- RE_ ASC Careers Course Proposal Feedback.pdf: Feedback and concurrence
(Concurrence. Owner: Hanlin,Deborah Kay)
- Concurrence for ASC Career Success course proposal.pdf: Concurrence ASC
(Concurrence. Owner: Hanlin,Deborah Kay)
- ASC Career Success Course Offerings Proposal 2024 5.17 (1).pdf: Syllabi for ASC 1200-4000
(Syllabus. Owner: Hanlin,Deborah Kay)
- Dept of Design Concurrence Email w_Response_Career Success 2024.pdf: Design Concurrence
(Concurrence. Owner: Hanlin,Deborah Kay)

Comments

- Please see Subcommittee feedback email sent 05/16/2024. *(by Hilty,Michael on 05/16/2024 02:56 PM)*

COURSE REQUEST
2000 - Status: PENDING

Last Updated: Hanlin,Deborah Kay
05/31/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanlin,Deborah Kay	04/24/2024 09:15 PM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2024 10:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2024 10:56 PM	College Approval
Revision Requested	Hilty,Michael	05/16/2024 02:56 PM	ASCCAO Approval
Submitted	Hanlin,Deborah Kay	05/31/2024 11:05 AM	Submitted for Approval
Pending Approval	Blackburn,Mollie Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/31/2024 11:05 AM	Unit Approval

From: [Munch, Fabienne](#)
To: [Vankeerbergen, Bernadette](#); [Beecher, Mary](#)
Cc: [Staley, David](#); [Steele, Rachel](#); [Neff, Jennifer](#); [Hilty, Michael](#); [Zelaya-Leon, Tricia](#)
Subject: Re: ASC 1200, 2000, 3000, & 4000
Date: Friday, June 21, 2024 5:00:20 PM
Attachments: [image001.png](#)
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Hello Bernadette and Tricia,

This is my official answer. I am giving concurrence.

I would like to ask

1. to include reference to the design minor and the GE course on design 3505 (instead of sending them to LinkedIn to learn visual literacy)
2. to have if all possible an instructor with a design degree to teach ADTSSCI 1000
- and 3. a reading suggestion attached for students

Fabienne



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Identity discovery: Small learning interventions as catalysts for change in design education

ABSTRACT

As design has taken a social turn toward the co-designing of complex situations, design students are increasingly adopting multiple identities including that of a thinker, facilitator, activist and observer through engagement and collaboration with others. This expansion of identity from being solely a creative maker has presented a challenge for design students, which has been exacerbated by the external shock of the COVID-19 pandemic. In this article, we introduce small learning interventions that can be flexibly incorporated into the current design curriculum to promote identity discovery and self-awareness among students. Through four case studies, these interventions are organized at three levels of scale in understanding identity: learning from self, learning from each other and learning from self with others. By providing students with opportunities for reflection and introspection, we aim to help them develop their social mindset and identity as designers, as well as prepare for more comprehensive curricular changes in the future to catalyse the shift towards the social turn of design.

KEYWORDS

self-awareness
social turn
social identity
social mindset
participatory design
learning from self
learning from each other
learning from self with others

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Yvette Shen (33330222)

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On: Wed, 26 Apr 2023 22:58:19

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INTRODUCTION

We are in the midst of a major social turn in design. The term ‘social turn’ originated in art to refer to art that is collaborative between artists and their audiences (Bishop 2005). As such, it is art that focuses on constructive social change. Design began making the social turn well before 2005 but used different terminology to describe the approach. *Participatory design*, for example, has been practised in Scandinavian countries since the 1960s (Ehn 1988; Bannon et al. 2018; Bødker et al. 2022). More recently, a wide range of *co-design* practices have taken hold globally (Simonsen and Robertson 2012). The position of participants (stakeholders) in these approaches has increasingly moved towards being equal partners in the design process (Sanders and Stappers 2008). Thus, designers’ identities have also shifted in the variety of roles they play in the design space (Wrigley 2016).

Beyond the essential visualizing and making skills required to undertake design, today’s design students are also learning to practise empathy, collaborate with others, observe and identify the interrelationships between people and their environments, accurately gather, record and evaluate diverse information and have an attitude of tolerance, openness and sharing (Sangasubana 2011; Souleles 2013). These traits are particularly important for tomorrow’s co-designers.

In this article, we propose the idea of using design research methods to help students better understand themselves. Understanding the construction of one’s identity – both present- and future-oriented conceptions of the self – is crucial in helping designers find their places in the world. Developing one’s own creativity and facilitating others’ creativity involves learning about oneself as an individual and as a team player. Design students need to establish and recognize their own self-identities to see where they belong and to be ready to navigate the complex identities and responsibilities of modern designers.

THE SOCIAL TURN IN DESIGN AND DESIGN EDUCATION

The outputs of the design process have been changing as design turns towards the social (Margolin and Margolin 2002). In the 1980s and 1990s, most designers in the United States served the commercial interests of their clients. They were involved in the design and development of material objects such as devices, consumer products, communication materials, interior spaces and architecture. Today designers are working at larger levels of scale and time such as in the design of systems and services. More recently, the integration of design processes in the development of policies has emerged as well (Bason 2016). Design is making the social turn.

In this social turn we are seeing a shift from designers who choose to address commercial interests to others who choose to serve social interests and challenges (Jégou and Manzini 2008). We have seen the introduction in design practice of new methods and tools that are socially focused (Manzini 2015). Some of the most prominent among these are user/customer journeys, empathy maps, persona development, stakeholder mapping, etc. Design education is attempting to keep pace. Design students are learning to apply these socially driven methods to bring the needs of the end-users and other stakeholders into their design processes. This is certainly a step towards the social turn, but it is not enough. These methods serve only as an indirect means of involving stakeholders in the design process. A complete social turn entails a participatory process, with designers and the people they serve collaborating

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at every step of the way. A participatory mindset is essential for designers who aim to facilitate co-design processes. Designers who have participatory mindsets believe that all people are creative and that they can (and should) contribute to the design and development process when given support in the form of relevant methods and tools (Sanders and Stappers 2012). Designers with a participatory mindset place a high value on the lived experiences of the stakeholders who will be involved in the co-design process and consider them to be partners in the process.

Many design and design research practitioners have already made the social turn. They are using their experience in the design and development of systems, services and policy formation. Design education, on the other hand, is lagging although the extent of this lag varies around the world. Most design schools in the United States, where the authors teach, still offer a traditional approach to design, introducing the more socially oriented methods and tools as add-ons to the process. The situation is far more progressive in other areas of the world such as Scandinavia where the participatory mindset and the use of participatory approaches have been core to design education for many years.

Preparing students for the social turn in design will require a social transformation. A recent study that discusses the role of designers in social innovation (Tjahja and Yee 2022) suggests that the term ‘social’ should not only be defined as what designers should *do*, but how designers should *be*, along with their personalities and mindsets. The shift to a ‘social mindset’ and ‘social identity’ also requires a clear understanding of who we, as designers, are and how we can appear to others. The entire design curriculum will need to be reworked and reimaged. A large-scale transformation like this will not be fast or easy. However, we can start with small learning interventions that aim to help students learn about themselves and develop their self-identities.

DESIGN STUDENTS’ IDENTITIES

Design students need the opportunity to explore both the object-centric design mindset and the many roles that are expected from designers in the more social-centric context (Tjahja and Yee 2022). While learning about design and how the discipline has evolved from history to the present, design students will come to determine which mindset fits best with their self-identity. Some design students will believe that designers are the true experts in innovation and the primary source of creative input. These design students will use design research methods to observe and probe future users so that they can then create personas and empathy maps to embody their understanding of these stakeholders. Other design students will come to recognize their participatory mindsets. They will believe that they are the experts in the design process but that the future users and other stakeholders are the true experts of the lived experience. They will embrace the fact that both forms of expertise are important in the design and development of future products, systems, services and policies. These co-designing students will take pride in using their creativity to facilitate the creativity of others, especially those not trained in design. They will embrace the move from individual to collective creativity (Sanders and Stappers 2012) and will be eager to explore the outcomes of transdisciplinary collaboration. However, the idea of accepting that designers are now operating in a new space will take courage and open-mindedness because it often challenges traditional experience and knowledge.

THE IMPACT OF COVID-19 ON PERCEPTIONS OF ‘SELF’

The importance of the self-identity factor in the context of the social turn in design is beginning to be understood. But the entry of COVID-19 caused a setback. The external shock of COVID-19 on social roles negatively impacted students’ self-authenticity and academic self-efficacy. When the COVID-19 pandemic swept across the world, the lives of individuals who function within the social system were significantly disrupted. People faced different behavioural routines (e.g. staying home more and wearing masks in public spaces), a disruption in the contexts for regular social interactions (e.g. social distancing and online meetings), changes of plans (e.g. suspension of travel and other social activities) and changes in focus (e.g. taking care of family members). Such disruptions can undermine an individual’s self-authenticity, the sense that one’s thoughts, feelings and actions are ‘true to the self’ and pose a threat to people’s interpersonal relationships and psychological well-being (Liu et al. 2021).

Recent research has shown the increasing prevalence of low academic self-efficacy among university students during times of COVID-19 (Alemany-Arrebola et al. 2020). Academic self-efficacy is a variable to be considered in the university context, as it indicates students’ future goals according to their abilities, such as achievement motivation, access to scholarships, academic performance or permanence in higher education (Borzzone Valdebenito 2017). The disruption has had a strong impact on student’s academic and social engagement. In design classes, we noticed that design students were and are still struggling with adjusting their own lives and coping with challenges brought on by the pandemic. The disruptions took a toll on students’ senses of self and authenticity because their social roles lacked continuity from what was authentic to the roles before the pandemic began.

From the above discussions, we can gain a glimpse of the complex and dynamic aspects of discovering oneself and one’s role as a designer in the current social and professional contexts. University educators play a pivotal role in the development of their students’ professional identities, based on their teaching of the norms they believe students should adhere to, reinforced via academic assessment. But this professional identity may not be well aligned with students’ perceptions of themselves, especially during a global crisis such as the COVID-19 pandemic. Additionally, everyone’s perception of themselves is a subjective and distinct experience. We have discovered that human-centred design research methods can contribute to the exploration of design learners’ self-identity and encourage design students to think, act and embrace the challenges and opportunities in their own lives.

IDENTITY DISCOVERY WITH SMALL LEARNING INTERVENTIONS

In *Small Teaching: Everyday Lessons from the Science of Learning*, James M. Lang introduces techniques of small teaching models that can be included in any class and be implemented at any time to increase student engagement and learning (Lang 2016). These models are intended for immediate implementation within the structure of a course that has already been designed. We adapted this ‘small teaching’ concept to become ‘small learning’ methods that allow the students to reflect on their past, present and future selves. Our ‘small learning’ methods are intended to shift the focus away from teaching, i.e. the traditional top-down approach of delivering content to learners, towards learning that allows students to construct their own underlying

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patterns of knowledge and the framework where this knowledge can grow. The learner-driven interventions encourage students to apply design research methods to their own lives. The interventions can be adapted not only to face-to-face classes but also to online and hybrid classes.

By reviewing and experimenting in iterative cycles, we developed and tested small learning approaches to help students better understand themselves and their own needs. The fundamental belief of the small learning interventions is that students' self and social identity as designers can be established through exercises of reflection and visualization. Although the activities were all conducted in one public university in the United States, various students' backgrounds and class formats were involved in multiple sessions. The interventions were organized at three levels of scale in understanding identity:

1. learning from self
2. learning from each other
3. learning from self with others.

Learning from self includes interventions that were executed by the individual. *Learning from each other* included interventions that took place with two people. *Learning from self and others* included interventions that took place in small groups. Each of these approaches was adapted from and inspired by existing design research methods to elicit people's awareness of themselves and their surroundings, and also incorporated visualization methods to reveal patterns and connections. These interventions and more descriptive examples in context are explained in the following section.

Between December 2019 and January 2022, a total of eleven small learning sessions involving 198 students at a large public university in the United States were conducted. These small learning sessions were held as independent workshops or classroom activities where the authors played the roles of workshop moderators or class instructors, and the sessions were executed in the format of in-person or online settings. In leveraging the small learning sessions, we sought to embed self-awareness and self-reflection into design engagements that would help students look at their own needs, and the needs of their design peers, honestly and open-mindedly.

CASE STUDIES OF THE SMALL LEARNING INTERVENTIONS

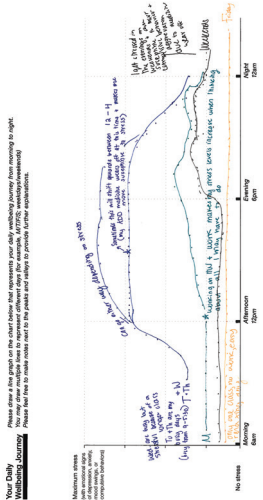
Table 1 summarizes the design research method that inspired each intervention, provides a description and illustration of the activity, as well as the typical steps involved in each small learning intervention. It is important to emphasize that these interventions were just a starting place to experiment with ways to provoke and promote students' identity discovery through self-awareness and reflection. They should not, at this point, be interpreted as empirical evidence of the impact of each intervention.

Learning from self

Both the Stress Journey Map and the Stress Coping Mechanism interventions focus on the level of learning from self. In the Stress Journey Map intervention, we adapted the 'a day in the life' design research method to invite students to visualize the stress levels they go through over time on a typical day (Figure 1). The Stress Coping Mechanism activity can be used as a

Table 1: Summaries of the small learning interventions.

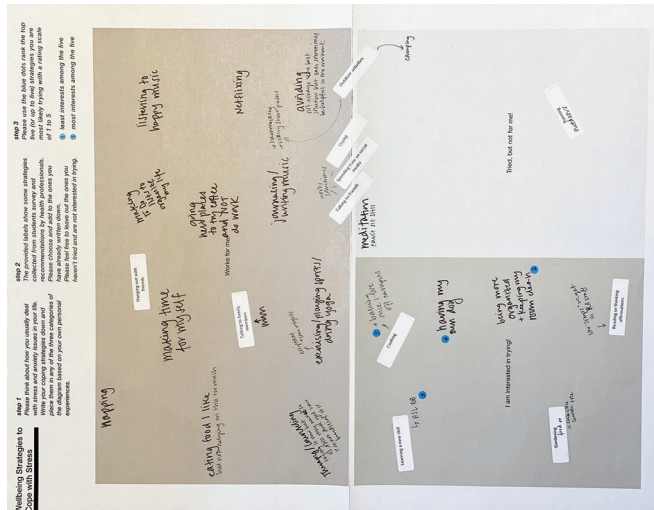
Name of the activity	Design research method serving as inspiration	Description	Typical steps
<p>Stress Journey Maps</p>	<p>A day in the life (e.g. Bakker and Daniels 2012)</p>	<p>By marking the stress points on an 'a-day-in-life' template, participants are expected to recognize that everyone tends to follow certain stress patterns over the course of a day. The aim is for the participants to learn to harness the stress response in different ways to better manage their everyday lives.</p>	<ol style="list-style-type: none"> 1. Each student receives a toolkit. 2. Each student works on their own 'a-day-in-life' template to represent their stress levels from morning to night. 3. They can use multiple colours to represent different data points. 4. They can provide further explanations of the stress points by using sticky notes or directly drawing or writing on the template. 5. Students can volunteer to share their journey map with the others in the group and discuss their thoughts and feelings. 6. The class then discusses the common patterns among the participants and recognizes the varying needs and expectations of different people.



See Figure 1 for enlarged version.

Table 1: Continued.

Name of the activity	Design research method serving as inspiration	Description
<p>Stress Coping Mechanisms</p>	<p>Card sorting (e.g. Spencer 2009)</p>	<p>Students are asked to think about stress coping strategies they have tried and the ones they wish to try and to share effective coping mechanisms with each other.</p>
Typical steps		
<ol style="list-style-type: none"> 1. Distribute the toolkit to each student. 2. Ask the students to think about how they usually deal with stress and anxiety issues. 3. Invite the students to write down their coping strategies for dealing with stress in the corresponding categories of the template based on their own personal experiences. 4. Ask the students to review the provided pre-printed labels, choose and add them to the three boxes marked as 'Works for me', 'I am interested in trying' and 'Tried, but not for me'! 5. Invite the students to use the pens to make notes on the coping mechanisms and rank the strategies along different scales. For example, from most effective to least effective, most likely to try to least likely to try. 6. Ask students to volunteer to share their coping mechanisms with the group and discuss their personal experiences. 7. Invite all the students in the class to identify the effective Stress Coping Mechanisms that are common among them and discuss tips and ideas for additional coping strategies. 		



See Figure 2 for enlarged version.

Table 1: Continued.

Name of the activity	Design research method serving as inspiration	Description	Typical steps
Future Persona	Persona creation (e.g. Pruitt and Adlin 2006)	Students are paired and are invited to talk to each other about interests, passions, hopes, fears and dreams. Then they are asked to create a persona of their partner ten years in the future. The objective outsider (e.g. the student who does the interviewing) can identify insights about the future that someone who is immersed in their own challenges might overlook.	<ol style="list-style-type: none"> 1. Introduce the concept of 'persona' as a design tool and a design research method and describe the process of creating personas. 2. Put students in groups of two and give them some time to get to know each other through a semi-structured interview or conversation of about ten to fifteen minutes each where they learn about the other person's interests, passions, hopes, fears and dreams. 3. Ask each student to create a 'Future Persona' for their partner. This persona is a fictitious character of this classmate in ten years. The format of delivery is flexible. It can be a visual poster, a narrative story, a poem or a short video. 4. Invite the students in each pair to present their Future Personas to each other and then together discuss the outcomes, including any surprises they encountered. The students can voluntarily present the 'Future Persona' they created to the entire class provided that the person whose future self is described also agrees to have their Future Persona shared.
 <p>my qualities...</p> <ul style="list-style-type: none"> Creative - creating art, writing, photography Unique - being myself, it's my thing Community - spending time with friends humor - making people laugh, creating cartoons I enjoy... <ul style="list-style-type: none"> • creating art • being w/ friends • relaxing in a day off • visiting with friends and family I Avoid... <ul style="list-style-type: none"> • stressful work environments • crowded/negative energies • bland or conforming environments <p>Biography. My name is [redacted] I am a freelance artist and work in a toy studio/gallery, creating & teaching art classes on the weekends. I like to live in the city, I'm a dog lover, I like being my own boss, and creating my own schedule. He may not be, I am directly in 3rd of the school. I have a couple friends, neighbors here and he love getting together and a fun looking!</p> <p>Value</p> <ul style="list-style-type: none"> • memories • family • friends • kindness & honesty • uniqueness & expression <p>the Good Times & Memories with Beautiful People</p> <p>I simply Treasure</p>			

See Figure 3 for enlarged version.

Table 1: Continued.

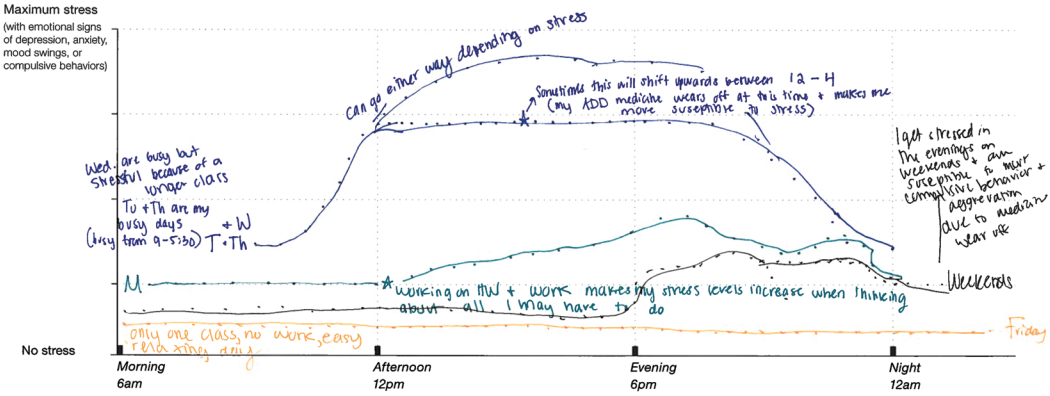
Name of the activity	Design research method serving as inspiration	Description	Typical steps
What Does the Future Hold? Image collaging (e.g. Sanders and Stappers 2012)		This intervention invites small groups of students to collaboratively discuss, imagine and visualize their thoughts, hopes and dreams for the future.	<ol style="list-style-type: none"> 1. Each student is required to choose three images that they feel express their thoughts and/or feelings about the future. They then submit these images with descriptive labels, anonymously, to an online storage location. 2. In the workshop, the students are assigned randomly to teams of four or five people. Each team is given access to its own MIRO board where all the images that had been submitted by everyone in the class are located. 3. The teams of students are asked to work together to review all the images and then to 'organize the images in a way that makes sense to you'. 4. Once organized, the teams are asked to annotate or label their work so that others can understand how the images are organized. 5. After about 25 minutes of working time, the teams are given the opportunity to present their collaborative visualization to the other teams. 6. A whole class discussion of the intervention then follows the team presentations.



See Figure 4 for enlarged version.

Your Daily Wellbeing Journey

Please draw a line graph on the chart below that represents your daily wellbeing journey from morning to night. You may draw multiple lines to represent different days (for example, M/T/F/S; weekdays/weekends). Please feel free to make notes next to the peaks and valleys to provide further explanations.



Your Daily Wellbeing Journey

Please draw a line graph on the chart below that represents your daily wellbeing journey from morning to night. You may draw multiple lines to represent different days (for example, M/T/F/S; weekdays/weekends). Please feel free to make notes next to the peaks and valleys to provide further explanations using the sticky notes.

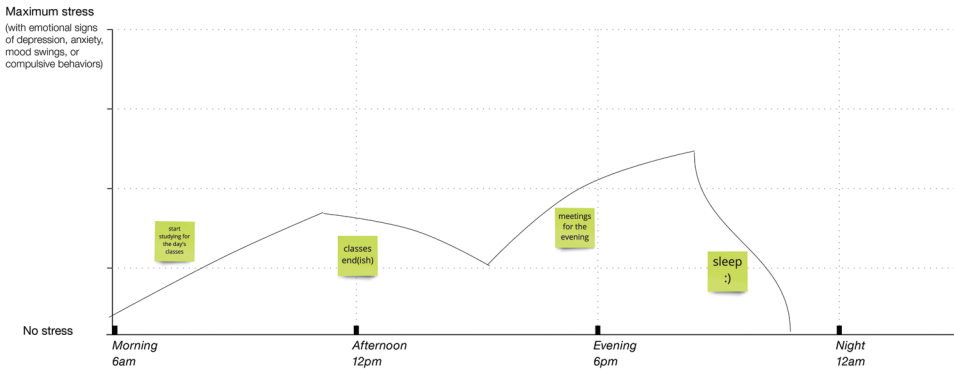


Figure 1: Examples of the Stress Journey Map when the activity was conducted in-person before the pandemic (top) and online during the pandemic (bottom).

follow-up to the Stress Journey Map activity, or it can be used as a stand-alone activity. This activity adapts the card sorting design research method to help students think about and evaluate different coping mechanisms based on their perceived values (Figure 2).

There were 22 students participating in both activities in-person before the pandemic, and five students participated in both activities virtually during the pandemic. We observed a large range of creative expressions and elaborations from the students when the activities were conducted in-person in group settings. Students made many customized visual expressions and detailed annotations to reflect on their personal emotions, preferences and tendencies. Many also shared these reflective thoughts during the volunteer-based sharing

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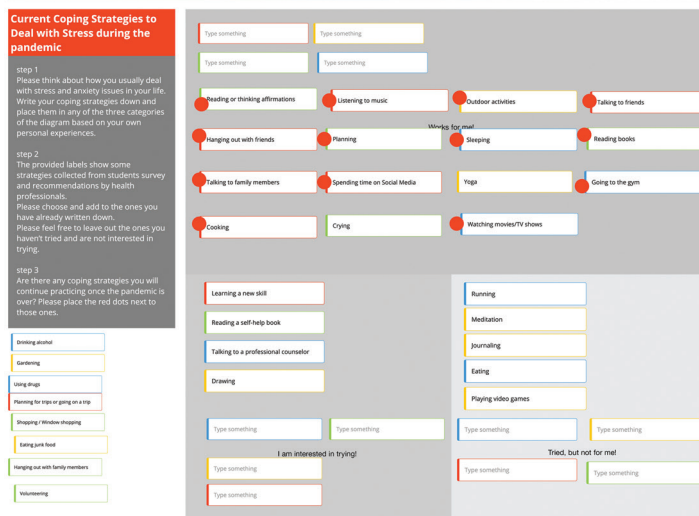
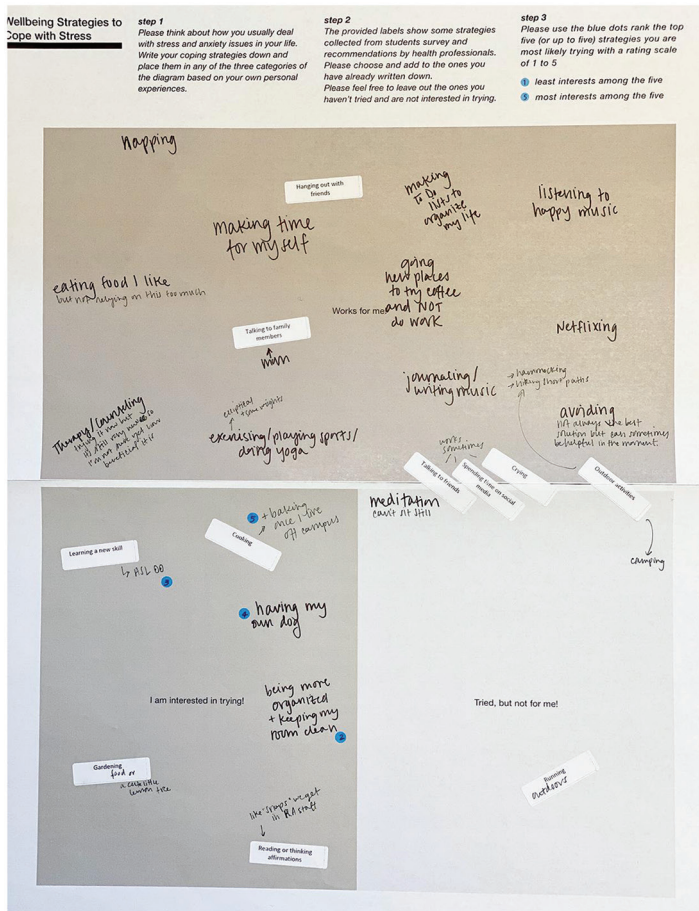


Figure 2: Examples of Stress Coping Mechanisms when the activity was conducted in-person before the pandemic (top) and online during the pandemic (bottom).

portion of the activity. The sharing portions of the activities gave students the opportunity to reflect on the topics together, thus learning from each other. In learning from each other, students started to uncover possible shared beliefs and patterns. For example, they noted that some people are stressed almost all the time both day and night, whereas others' stress levels build up as the day goes on and gets higher and higher towards the end of the day. In the Stress Coping Mechanisms activity, some students shared that they did not make an effort of trying some of the stress coping strategies because they did not like what the activity involved regardless of its potential to benefit their well-being. For example, running, meditation and going to the gym.

Learning from each other

The Future Persona intervention is an example of the learning from each other level. Persona as a design research method is used to represent the essence a person. A typical user persona includes information such as the person's name, a photo that represents the persona, demographic information, behaviours and attitudes, personalities and skills, and frustrations and goals. As a design tool, personas are often based on research, but they are sometimes fabricated. In the Future Persona intervention, we asked an objective outsider to identify insights about the future that someone who is immersed in their own challenges might overlook and to use a 'persona poster' as the visual outcome to portray who that person might be in ten years (Figure 3). A post-activity assessment survey was conducted after each session ($n = 89$) with this intervention. The response was highly positive, with a 50.6% extremely positive rate and a 38.2% somewhat positive rate. In addition, 98.6% of the students rated the activity as a valuable experience. The student participants described their learnings as relating to future thinking and working towards their goals, being optimistic about the future, keeping an open mind, as well as focusing on self-care and well-being. One student commented:

It was helpful to think about the future of someone else, it made the whole process of thinking about the future much easier. It was a simple task to envision a good and happy life for someone else, so maybe it wouldn't be so hard to do the same for me.

With learning from each other, one's identity is explained from the perception of someone else. It encourages students to reflect on how they think and explain their own values, hopes and dreams. It also invites them to reflect on the similarities and differences between their self-perceived identity and the ways others perceive them.

Learning from self with others

In the activity of What Does the Future Hold?, students learn about themselves as individuals in collaboration with members of their peer group. By choosing different images that represent the future individually and then categorizing them collaboratively, the collective collaging method invites the students to transform their implicit thoughts about the future into explicit visual representations.

The primary objective for the instructor (one of the authors) was to better understand the dreams and fears that design students have about the future, thus the results of this activity were not analysed. 54 students across

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" I simply Treasure the Good Times & Memories with Beautiful People"

my Qualities...

- Creative - freedom to create and experiment
- Unique - Being yourself is key!
- Community - Relations with friends and family.
- humour - entertaining and creating memories



• Biography.
my name is _____
I am a freelance Artist and work in a local studio/gallery, creating & teaching Art classes on the side. I own the studio & live nearby. I love being my own boss and creating my own schedule. As my own Boss I am able to manage money directly in & out of the studio. I have a couple friends in the neighborhood and we love getting together Thursday and Sunday Night for dinner and a fun outing.

I enjoy...

- Creating Art
- Being w friends
- relaxing on a day off
- visiting with friends and family

I Avoid...

- Stressful Work environments
- Crowded/negative energies.
- Bland or Conforming environments.

I Value

- memories
- family
- friends
- Kindness & Honesty .
- Uniqueness and Expression

Future Person:

Occupation:

In 10 years, _____ will be running his own farm that he started shortly after college. In the winter months he uses his engineering background to research new ways to shelter the crops from wind and other forces of nature. He will become well known for the unique variety of corn that his farm produces, and his colored corn will become a staple at the Thanksgiving table for families all around _____



Hobbies:

Running the farm is not only a business but also _____'s greatest joy in life. Its often stressful but he can manage the stress by going for morning runs around the property, cooking with food fresh off the farm, and in the winter knitting and crocheting.

Transportation:

_____ spends most of his time on the farm but enjoys meeting up with friends to get food and spend quality time. His farm has solar panels which makes owning an electric car much more practical.

Home life:

Friends of _____ frequently come to the farm to visit him and enjoy the peace and quiet of the nature.

Figure 3: Posters created of the Future Personas when the activity was conducted in a face-to-face design class during the pandemic (top) and in a virtual engineering class as a take-home assignment during the pandemic (bottom).

two sections of a required course in Design Research were involved in this activity. The classroom interaction response (on Zoom) of the students to the What Does the Future Hold? intervention was overwhelmingly positive. They were genuinely interested in what they each contributed to the activity and how the teams within each section of the class created unique combinations of meaningful clusters while using the same set of images. The students were also very interested to see how the images that they had contributed were interpreted and categorized by others. Students were eager to learn why others had selected various images. This was particularly true of some of the more abstract and/or ambiguous images such as the green school bus seen in the Miscellaneous category in the top image of Figure 4.

DISCUSSION/IMPLICATIONS

Our case studies of small learning interventions with university students were intended to address their unique needs and values, using different scale levels of learning approaches, to guide them to reflect on their identities in both current and future timelines. The design research methods upon which the interventions are based help to provide explicit structures and invite participants to deliberate on their awareness of who they are and who they want to be in the eyes of themselves and others. By learning from these activities in the context of US undergraduate design classes, we developed three design principles to guide the design and development of additional small learning interventions as catalysts for change:

1. Incorporate both individual and collaborative approaches.

Although identity is considered a personal matter, our case studies demonstrate how learning about yourself from others and with others can help students understand themselves both as individuals and as members of social entities.

2. Turn the invisible into the visible.

The small learning interventions can help students make the invisible (e.g. abstract ideas and thoughts that lack representation) visible. By making emotions, values, hopes and dreams visible and tangible, it is easier to reflect on them and act on them. Recommendations for supporting this principle are to consider storytelling elements and data visualization frameworks as prompts to guide the generation and expression of abstract thoughts.

3. Promote full engagement rather than emphasizing full disclosure.

In each of the interventions, we observed hesitation among a few of the students regarding the personal stories that they were willing to share out loud with their peers and instructors. The reluctance to open up may stem from an individual's personality or the fear of being judged and not feeling safe from future consequences. Therefore, the small learning interventions should focus on the fullness of engagement rather than emphasizing full disclosure from the participants. Supporting students to engage on their own terms and share stories in a comfortable environment, while accepting some personal details

What does the Future Hold?



What does the Future Hold?

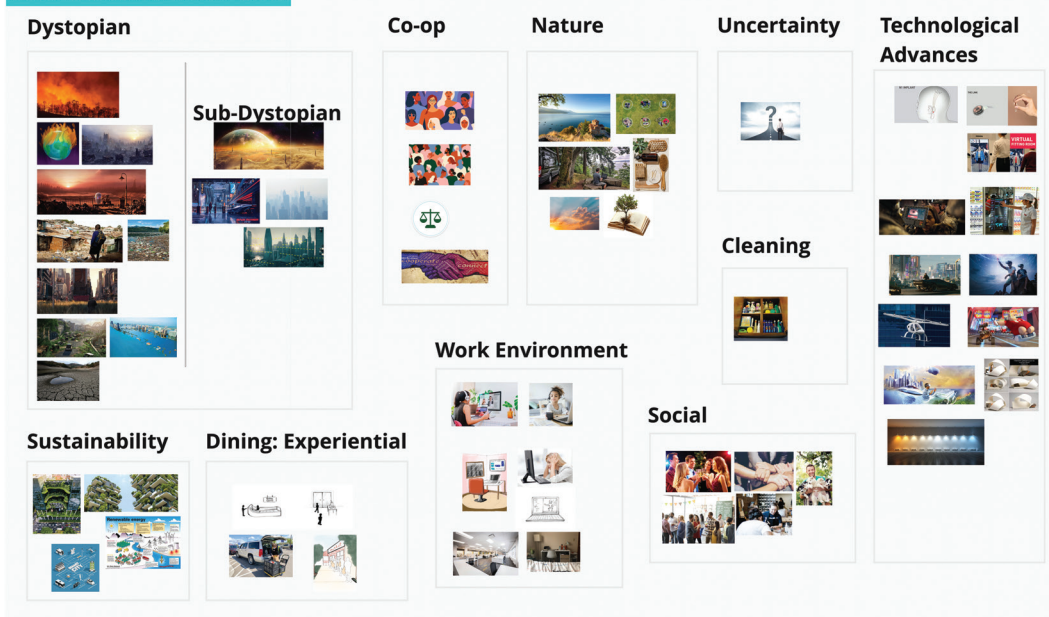


Figure 4: Examples of two teams' collaborative visualizations of what they think the future will hold. The teams were from different sections of the class. One section was decidedly more optimistic (top) about the future than the other (bottom).

that are missing, may help the process of self-awareness and self-reflection in which the individuals feel empowered.

Modern design education emphasizes the different roles a designer can take (Wrigley 2016) and acknowledges that the designer's identity is a social- and self-perceptive construct that describes how they understand themselves as people and as professionals (Kunrath et al. 2020). To help students establish a social mindset and their social identity as designers, they need to first embrace the opportunity to reflect and focus on themselves. In this article, we proposed the idea of integrating small learning interventions that use adaptations of design research methods to help students look at their own needs and the needs of their design peers, honestly and open-mindedly. By routing small learning class activities towards one's unique needs and values, these learner-driven interventions aim to address the dynamic nature of identity and support students academically as learners and socially as human beings.

The small learning interventions positioned along the three levels of scale for understanding identity (i.e. learning from self, learning from each other and learning from self with others) were observed to facilitate design students' discoveries of both their self- and their social identities. Some of the evidence for this conclusion is anecdotal and other evidence is empirical. The Stress Journey Map activity and the Stress Coping Mechanisms activity were focused on learning from self. However, in most cases the students shared their maps and card sorting results with other students, which also contributed to learning from others. For example, students expressed that they were happy to know that they were not alone in their thoughts and feelings about daily living. On the other hand, the students who took part in the Future Persona activity were asked to complete a survey that solicited their feedback on the activity. Their responses were more positive than expected! Anecdotal evidence from the What Does the Future Hold? activity also supports the value of the exercise from both the students' and the instructor's perspectives.

At some point in the future, design education will need to reconsider and redesign the design curriculum to adapt to and fully address the social turn in design. However, we can begin the transformation process today by exploring and introducing small learning interventions at the undergraduate level that facilitate design students' discoveries of their self- and their social identities. Being in a discipline that constantly evolves, design students can be better prepared by understanding what it means to be themselves in the present time and in the near future. The self-realization and self-reflection may not be just on an individual level but also in the larger sense of who they are as a collective group. This collective identity has recently become more of the conversation in design classrooms. No matter whether we are facing a global pandemic like COVID-19, or the quick shift of modern technology (e.g. how AI technology has recently become a powerful tool to generate data-driven images and products), individuals may have little control over changes on a large scale. But they can control the perspective they adopt to position themselves for future success in the waves of change.

ACKNOWLEDGEMENTS

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Delivered by Intellect to:

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On: Wed, 26 Apr 2023 22:58:19

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CONTRIBUTOR DETAILS

Yvette Shen is an associate professor in the Department of Design at The Ohio State University and the programme coordinator in the area of visual communication design. The focus of her current creative and research pursuits is centred on the field of information design and information visualization. Specifically, she is interested in exploring how design can facilitate a deeper understanding of complex information and foster increased interest in learning, as well as how visualization and user experience can promote positive behaviours and emotions. Yvette holds an MFA degree in visual communication design and a Bachelor of Science degree in computer science.

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Liz Sanders is the founder of MakeTools, LLC where she explores new spaces in the emerging design landscapes. As a practitioner, she introduced many of the methods being used today to drive design from a human-centred perspective. Liz joined the Design Department at The Ohio State University in 2011 after having worked as a design research consultant in industry since 1981. At OSU she invites students to use co-designing to address the significant social, cultural and environmental challenges we face today. Liz has a Ph.D. in experimental and quantitative psychology and a BA in both psychology and anthropology.

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Yvette Shen and Elizabeth B.-N. Sanders have asserted their right under the Copyright, Designs and Patents Act, 1988, to be identified as the authors of this work in the format that was submitted to Intellect Ltd.

From: [Zelaya-Leon, Tricia](#)
To: [Martin, Andrew](#); [Vankeerbergen, Bernadette](#)
Subject: RE: ASC Career Success Courses
Date: Friday, July 12, 2024 12:16:17 PM
Attachments: [image001.png](#)
[ASC Career Success Course Offerings Proposal 2024 7.12.pdf](#)

Hi, Bernadette and Andrew,

Just to be clear, I think the main point of contention with #1 originates from this statement, which is in the fifth paragraph of the proposal's cover page: "For the History of Art major looking to elevate their experience, they may consider a LinkedIn Learning course on Graphic Design." This was simply an example to illustrate what kind of experience students in ARTSSCI 3000 *might* have. To be responsive to any confusion that statement may have caused, **I have edited the aforementioned example within the cover page to read: "For the History of Art major looking to elevate their experience, they may consider a LinkedIn Learning course about a topic of interest to them."**

As it relates to the Design minor, GE class, etc., we cannot predict what majors will enroll in any of these courses, nor can we predict what their career goals or desired skillsets will be, so to list Design courses explicitly and solely in any of the syllabi seems a bit presumptuous and may ultimately confuse students. **I will, however, broach with Adam Fromme how we might overtly incorporate into ARTSSCI 1200 references to the Design Thinking minor, the Design major, and other relevant courses that may be of interest to those who wish to delve more deeply into Design.**

As another point of clarification, the main assignment in ARTSSCI 3000 is the Professional Skills Project, which requires students to "use Parker Dewey, Forage, and/or LinkedIn Learning to identify a micro-internship, certification, or other related work-based experience program that can be completed during the semester" (the workload involved should be no more than 10 hours' worth of work). While the instructors can certainly recommend ASC-based courses and programs to supplement their chosen experience, recommending that students take a full-semester Design course (or any other course for that matter) would likely exceed 10 hours' worth of work and, given the "work-based experience program" expectation, it may not satisfy the requirement for the Professional Skills Project. **To be responsive to the original concern, however, I have added the following statement to the narrative for the Professional Skills Project assignment: "Note: If you identify a different platform, program, or course not listed that would satisfy the requirements for this project, please consult with your instructor before starting."**

Finally, **I have updated the proposal to include the Shen & Sanders article in each of the included syllabi.**

Please see the attached proposal with these edits and let me know if there is any additional clarification I can provide or updates I can make to be more responsive.

Thanks,
Tricia

From: Martin, Andrew <martin.1026@osu.edu>

Sent: Friday, July 12, 2024 9:18 AM

To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>

Subject: RE: ASC Career Success Courses

Thanks Bernadette-for point one Tricia is it possible to do both? I think suspect the Linkdin requirement recognizes that students need to be familiar with this).

Best

Andrew



Andrew W. Martin

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From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Sent: Friday, July 12, 2024 9:16 AM

To: Martin, Andrew <martin.1026@osu.edu>; Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>

Subject: RE: ASC Career Success Courses

Hi Andrew and Tricia,

Thank you for the good news. I do want to make sure that things are OK with the other issues that Fabienne had raised. This is what her concurrence email of 6/21 included (cut pasted):

1. to include reference to the design minor and the GE course on design 3505 (instead of sending them to LinkedIn to learn visual literacy)
2. to have if all possible an instructor with a design degree to teach ADTSSCI 1000
3. a reading suggestion attached for students

So my understanding is that #2 is being taken care of (the conversation with Adam). Has #1 been taken care of (this was also a point already suggested by the A&H subcommittee)? If it has been taken care of, we probably need to see a syllabus that no longer sends students to LinkedIn but instead funnels them in the design minor or the Design course, correct? But we (at least I) also do not know whether Fabienne means Design 3305 or 3505. That is an outstanding question. Tricia, were you able to ask her directly? I am happy to ask Fabienne if necessary. As for Fabienne's point #3 (the reading suggestion), I guess that can be included in several of the syllabi.

Please let me know.

Thanks,

Bernadette



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March 15, 2024

Dear Review Committee,

It is with great enthusiasm that I submit this proposal to you for consideration as course offerings to students within the College of Arts and Sciences! Engagement with multiple college constituencies has suggested that there is a need for more courses that allow students to explore career options and connect them to their programs of study. Given the fact that more than half of entering college students today expect to take courses that focus explicitly on career preparation ([NACE](#)), The Center for Career and Professional Success proposes a comprehensive suite of four, distinct courses that challenge students to discover the benefits of applying principles of life and career design to their robust liberal arts education.

The courses, while presented here as a series, are not intended to be taken in sequence, nor do they require prerequisites or restrictions, other than class standing. Each course has been intentionally and developmentally designed for its anticipated audience.

ARTSSCI 1200, intended for new first- and second-year students and graded S/U, introduces students to life design, a concept originally established by Stanford University's *d.school*. Life design proposes that, by applying principles of design thinking to a person's life, we can grapple with major life decisions related to education, career, and purpose ([Life Design Log](#)). In an ever-evolving world and economy, teaching ASC students earlier how their education can help them prepare for life's unexpected challenges is the focus of this course.

ARTSSCI 2000, also intended for first- and second years and graded S/U, builds upon life design by helping students learn about the broad range of career-building opportunities that exist at Ohio State and beyond. Students will learn the differences between an internship and a [micro-internship](#); they'll learn to consider how undergraduate research may benefit their post-graduation plans whether or not graduate school may be in their future; and they'll engage directly with Career Success resources and partners to develop viable career experience design plans.

ARTSSCI 3000, a graded course intended for juniors and seniors, requires students to complete an individual career-building experience that aligns with their post-graduation goals. For the English major who looks to break into the tech industry, perhaps they consider a [Google certificate](#). For the History of Art major looking to elevate their experience, they may consider a [LinkedIn Learning course](#) about a topic of interest to them. For the Religious Studies major interested in a real-world project, they might pick up a [micro-internship](#) where they are tasked with generating written content for a Fortune 500 company's website and marketing channels. Students will leave the course having reflected upon their intentional resume-building experience, so they are prepared to communicate its value to potential employers and graduate school admissions committees.

Finally, **ARTSSCI 4000**, also graded and for juniors and seniors, requires students to actively engage with an external business partner who is grappling with a real problem facing their company or industry. Over the course of the term, students will regularly meet with that partner to deeply learn about their company/industry, their problem at hand, and what possible solutions may exist. Students will apply principles of project management to their final assignment, a comprehensive presentation that offers their partner a viable business solution. This project will be showcased on the student's career documents and will allow them to network directly with powerful professionals from a variety of industries. Intentional career development is iterative in nature, so students are challenged to develop their competencies through consistent, guided practice refining and tailoring career documents and testing out interview techniques with diverse individuals from within their career ecosystem. As such, you may note similarities in assignments and content for ARTSSCI 3000 and 4000.

The Center has long served the college as strong subject matter experts when it comes to preparing college students for the world of work. To more deeply engage a broader, more diverse swath of students, build stronger relationships with them, and connect them to the vast array of Career Success offerings, these courses provide a critical academic entry point that will ensure career preparation is more sustainably and equitably integrated into the ASC student experience. I look forward to the transformative impact these courses will have on our students.

I appreciate your consideration and welcome any feedback or questions you may have.

Sincerely,

Tricia Zelaya-Leon, PhD | Assistant Dean, Career Success

Proposed Syllabus
ARTSSCI 1200: Designing Your Life

Instructors:	Phone numbers:
Email:	Course Meets: in person, 55 minutes/week
Office:	Course Time:
Office Hours:	Course Location:

Course Description

It is never too early to design a meaningful and fulfilling life! This course helps you figure out who you are, who you want to be, and where you want to go. It teaches you to use the Design Thinking process to actively create the life you want based on your interests, strengths, characteristics, values. Borrowing ideas from *Designing Your Life: How to Build a Well-Lived, Joyful Life* by Bill Burnett and Dave Evans, the course also explores your purpose in college, feeling confident about your selection of major, educational wayfinding, innovating Ohio State experiences, developing an entrepreneurial mindset, and creating your preliminary post-graduation plan. This hands-on class utilizes small group discussions, personal and group reflections, in-class activities, field experiences, and design team collaboration. It could also lead to supportive friendships and mentoring support.

This course is a 1-credit, general elective and counts towards the graduation hour requirement.

Course Materials

Required: All reading materials are available on our course Carmen Canvas site.

[Burnett, B. & Evans, D. \(2016\). *Designing your life: How to build a well-lived, joyful life*. Knopf: New York, NY.](#)

Bruni, F. (2018). How to get the most out of college. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/08/17/opinion/college-students.html>

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(https://www.dropbox.com/s/cevnh1uw6nhznr/Light_Making_the_Most_of_College%20%281%29.pdf?dl=0)

Shen, Y., & Sanders, E. (2023). Identity discovery: Small learning interventions as catalysts for change in design education. *Journal of Design, Business & Society*, 9 (1), pgs. 127-144.

Please refer to the Schedule of Class Meetings and Assignments for the due date of each assignment.

Learning Outcomes

- Apply design thinking principles and techniques to discover and design your life and your career.

Upon successful completion of this course, you will:

- Recognize ways your identity, interests, and future plans intersect with the people, places, and programs within the Ohio State community.
- Identify how these interests can continue to be developed within the larger Ohio State community.
- Develop a strong support network of instructors and fellow students to help you achieve your goals.

- Identify short and long-term academic and extracurricular steps that can help you achieve your goals at Ohio State and beyond.
- Examine and evaluate your in-class and out-of-class experiences to make meaning and find intrinsic value in your overall college experience.

Core Assignments

- *CollegeView, WorkView, and LifeView statements:* write 2 to 3 short paragraphs for each of these views.
 - Collegeview Statement: For many, college seems like the logical next step, right after high school. Was that the case for you, or are there are other factors that led you down this path? When writing your collegeview statement, consider this main question: “Why do I go to college?” Based on your personal journey, what led you to decide to go to college in the first place, and why continue? Following are additional guiding questions to consider as you write your 2-3 short paragraphs for this view:
 - Why college? What does college mean to you?
 - What about your personal and academic journey brought you to college?
 - If you weren’t in college right now, what might you be doing instead?
 - What do you hope to achieve from your college experience?
 - Based on your experience thus far, what about college is working or not working for you?
 - Workview Statement: Answering the question, “Why do you work?” is a crucial step in designing a well-lived life. What is a Workview? If you ask someone why they work, they’ll likely say that they have to. Work provides us with an income that supports our basic needs, like food and housing. But is that all there is work? Can work positively impact your community or even the world? Can work be meaningful to you beyond a paycheck? A workview explores the concept that there is more to work than just earning an income. Your workview answers the question, “Why do you work?” The following questions will help guide you as you write your 2-3 short paragraphs for this view:
 - Why work? Try to list at least 10 reasons.
 - How does work relate to others?
 - What defines good or worthwhile work to you?
 - Where do you find flow (the feeling of complete engagement) during work?
 - Liferview Statement: There are many approaches to writing a liferview and various prescriptions for what they need to include. Below are some questions, which are classically addressed in a liferview, though which are the important questions is a matter of choice. The key thing is to address those critical defining values and perspectives that provide the basis for your understanding of life, that create the platform that interprets and organizes how you see and understand the world and assign order and meaning to it. Your liferview is that which provides your definition of "matters of ultimate concern." The following questions will help guide you as you write your 2-3 short paragraphs for this view:
 - Why are we here?
 - What is the meaning/purpose of life? of death?
 - What is the relationship between the individual and others?
 - Where do family, country, and the rest of the world fit in?
 - What is good, what is evil, are the concepts of good and evil relevant? situational?
 - What is the meaning of time, of eternity?
 - Is there a higher power, God, or something transcendent, and if so how does this impact your life?? (Address this question of course only if it’s relevant to your viewpoint)
 - What of joy, sorrow, justice, injustice, love, peace, strife?

- *Odyssey Plans*: create 3 visual plans of what your life will look like over the next 5 years.
 - Where do you see yourself in 5-10 years? While this question might feel intimidating, creating an Odyssey Plan can help ease your anxiety. In essence, an Odyssey Plan is a *brainstormed, loose* plan for your future, not one that is set in stone. Over the course of the term, you will be asked to create 3 different Odyssey Plans that are based upon what you *think* your career plan *could* look like in 5 years; these plans should be fluid, not rigid. Plan 1 should be focused on your current career path: what is the intended plan for your major/minor and college experience? Plan 2 should be focused on an alternative: what if you change your major, or don't get into graduate or professional school? Plan 3 should focus on a wild idea: what if you veered completely off-path and did something unexpected? Using the Odyssey Plan Template, found in Carmen, submit 3 different plans by the appropriate due date.

- *Prototypes*: conduct design interviews or participate in experiences that will inform your decisions
 - Prototyping can give you data to make well-informed decisions. Through either prototyping conversations (informational interviews, casual chats with others) or prototyping experiences (volunteer work, job shadowing, an internship, or other temporary experience), determine which method will help you learn more about how you might design your life to meet your goals. Using your Odyssey Plans as the foundation, create 3 life prototypes that make sense for Plans 1, 2, and 3. On Carmen, you will submit each prototype separately by describing which Plan it represents, and what you did for it (if it was a design interview, you will need to identify the interviewee, upload the questions posed, the responses received, and a 1-page reflection; if you engaged in an experience, share the details of it along with a 1-page reflection). Submit 3 prototypes total to Carmen by the appropriate due date.

- *"Meet My Future Self" showcase*: present all 3 Odyssey Plans
 - To share all you have learned about yourself and your potential future, you will present to the class your 3 Odyssey Plans. This will be an individual, 5-7-minute presentation, which should include a slide deck (or other visual display) that showcases the visual journey of your Odyssey Plans. Grading criteria for the presentation will be the following: 1) all details of 3 distinct Odyssey Plans are presented; 2) presentation includes visual representations of each Odyssey Plan; 3) presentation adequately reflects upon your life design journey; and 4) adheres to time limit.

Assignments:

CollegeView, LifeView, & WorkView	= 90 points
Create 3 Odyssey plans	= 20 points
Create 3 life prototypes	= 30 points
<u>Present your life story</u>	<u>= 30 points</u>
Total available points	= 170 points

Grading

As this course is designated as SU, no letter grade will be assigned. The grading scale is as follows: **S** = 115-170 points; **U** = 114↓.

Attendance

Students are expected to attend class. The class only meets once per week and therefore any absence will severely impact a student's grade. In-class interaction and discussion of course material is an essential part of the learning

process. Students, therefore, will be allowed no more than two absences. Each absence above the maximum will reduce your overall point total by 5. While this applies to **ALL** absences (whether through illness, sports, familial commitments, or activities for other classes), extenuating circumstances will be taken into consideration, so please reach out to your instructor for appropriate accommodations as necessary.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Academic Misconduct

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/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Statement

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/Relationship Violence

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.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Disability Services.

Schedule of Class Meetings and Assignments

Class #	Date	Discussion Topics	Assignments
1		<ul style="list-style-type: none"> • Welcome to DYL & introductions • Hands-on experience with design thinking 	<input type="checkbox"/> Read: "Making the Most of College" - Light
2		<ul style="list-style-type: none"> • Using design thinking process to design your life • Power of visual thinking • Visual thinking your engagement moments • Carmen Design Journal • Wayfinding: Logging Engagement vs. Energy 	<input type="checkbox"/> Read: "What are you going to do with that?" – Deresiewicz <input type="checkbox"/> Read: Introduction and Chapter 1 of <i>Designing Your Life</i> (pgs. ix – 28) <input type="checkbox"/> Submit your Collegeview to Carmen

		<ul style="list-style-type: none"> • Why are you in college – discussion on 3 archetypes 	
3		<ul style="list-style-type: none"> • Reflect and discuss CollegeView • Design interviews for wayfinding • Practice design interviews with individual group members • Mindmapping and brainstorming for new experiences 	<input type="checkbox"/> Submit your LifeView and WorkView to Carmen <input type="checkbox"/> Read: Chapter 2 of <i>Designing Your Life</i> (pgs. 29 - 40)
4		<ul style="list-style-type: none"> • Share outcomes of design interviews • Share your LifeView and WorkView • Major-Career Linkage • Beyond the Major – 5 Whys • Career panel discussion 	<input type="checkbox"/> Read: Chapter 3 of <i>Designing Your Life</i> (pgs. 41 - 62)
5		<ul style="list-style-type: none"> • Discuss choice of majors • Major and career resources on campus • Guest Speaker: 	<input type="checkbox"/> Read: Chapter 4 of <i>Designing Your Life</i> (pgs. 63 - 86)
6		<ul style="list-style-type: none"> • Marshmallow Challenge • What is a prototype? • Life design prototypes • Prototype Canvas: How might I... • Share prototype ideas 	<input type="checkbox"/> Read: “How to get the most out of college” – Bruni <input type="checkbox"/> Read: Chapter 5 of <i>Designing Your Life</i> (pgs. 87 – 106)
7		<ul style="list-style-type: none"> • Share prototype conversation • Wellness dashboard • Resources on campus: enriching your life • Guest speaker: 	<input type="checkbox"/> Read: Chapter 6 of <i>Designing Your Life</i> (pgs. 107 - 128)
8		<ul style="list-style-type: none"> • Design your summer • Academic • Career Readiness • Becoming You • Social Impact • Use Ideaboard to identify interests outside the classroom • Strengths Quest 	<input type="checkbox"/> Read: Chapter 7 of <i>Designing Your Life</i> (pgs. 129 – 144)
9		<ul style="list-style-type: none"> • 30th Class Reunion: what’s your future story • Design Thinking your way forward • Odyssey Plans <ul style="list-style-type: none"> ○ Majors ○ Career readiness 	<input type="checkbox"/> Create 3 Odyssey Plans for next 5 years of life and submit to Carmen <input type="checkbox"/> Read: Chapter 8 of <i>Designing Your Life</i> (pgs. 145 – 156)

		<ul style="list-style-type: none"> ○ Becoming you ○ Social impact 	
10		<ul style="list-style-type: none"> ● Share Odyssey Plans ● Brainstorm prototype ideas for all 3 plans ● Guest speaker: Student entrepreneur 	<input type="checkbox"/> Read: Chapter 9 of <i>Designing Your Life</i> (pgs. 157 – 180)
11		<ul style="list-style-type: none"> ● Share prototype experiences ● Revisit prototype ideas ● Finding the Unicorn: discovering hidden opportunities ● 4-step decision making process 	<input type="checkbox"/> Read: Chapters 10-11 of <i>Designing Your Life</i> (pgs. 181 – 216)
12		<ul style="list-style-type: none"> ● Basics of storytelling ● Using stories to contextualize experiences ● Using stories to create new opportunities ● Collecting stories for personal reflection 	<input type="checkbox"/> Prepare “Meet My Future Selves” presentation <input type="checkbox"/> Read: Conclusion of <i>Designing Your Life</i> (pgs. 217 – 230)
13		<ul style="list-style-type: none"> ● “Meet My Future Selves” showcase 	<input type="checkbox"/> Submit “Meet My Future Selves” Presentation to Carmen and PebblePad
14		<ul style="list-style-type: none"> ● “Meet My Future Selves” showcase ● Reflection & Next Steps 	<input type="checkbox"/> Submit “Meet My Future Selves” Presentation to Carmen and PebblePad

Proposed Syllabus
ARTSSCI 2000: Designing Your Career Experience

Instructors:	Phone numbers:
Email:	Course Meets: in person, 55 minutes/week
Office:	Course Time:
Office Hours:	Course Location:

Course Description

Are you unsure about whether an internship is right for you? Do you know how to find career-building opportunities (like internships) that align with your values and goals? Are you considering graduate school, but not sure how to prepare? Taught by professional staff members in the Center for Career and Professional Success, this course provides you with practical tools, resources, and strategies to help you seek for and prepare to get the most out of your internship, undergraduate research, or other career-building opportunity. Topics include intermediate career decision-making; resume/cover letter/LinkedIn updating; value of liberal arts education in 21st century workplace; searching for a job/internship/other career-building opportunity; designing a pre-engagement plan for success in job/internship/other career-building opportunity; career readiness competencies; introduction to networking; importance of mentorship; interview preparation. This course counts as a 1-credit, general elective and counts towards the graduation hour requirement.

Course Materials

Required: All reading materials are available on our course Carmen Canvas site.

[Burnett, B. & Evans, D. \(2016\). *Designing your life: How to build a well-lived, joyful life*. Knopf: New York, NY.**](#)

[Hoffman, R., & Casnocha, B. \(2012\). *The start-up of you: Adapt to the future, invest in yourself, and transform your career*. Crown Publishing: New York.](#)

Shen, Y., & Sanders, E. (2023). Identity discovery: Small learning interventions as catalysts for change in design education. *Journal of Design, Business & Society*, 9 (1), pgs. 127-144. (*only for those who have not completed a previous course in the Career Success course series)

**Alternate text for those who have completed ARTSSCI 1000 (*Designing Your Life*): Brooks, K. (2017). *You majored in what? Designing your path from college to career*. Plume: New York. (Please work with your instructor to access the recommended reading schedule for this text.)

Please refer to the Schedule of Class Meetings and Assignments for the due date of each assignment.

Course Goals

The overarching objective of this course is to provide you with the resources, tools, and skill sets necessary to market your experiences. Many liberal arts students worry that their degrees are not marketable and that their skill sets are not transferable to the global workforce. A whopping 47% of Stanford Business School's Class of 2011 majored in either humanities or social sciences; similarly, many of our nation's most elite medical and law schools are teeming with liberal arts undergrads. Recent Ohio State graduates have gone on to open award-winning restaurants, join prestigious public relations and marketing agencies, work for hospitals, fashion design firms, and investment banks.

This course covers a lot of terrain, but its guiding principle is to help you identify your strengths, formulate a plan to grow and develop during your time at OSU, and introduce you to a variety of resources that will help you to market yourself in professional and effective ways.

Learning Outcomes

- acquired the skills necessary to feel confident in your choice of major/minor.
- become familiar with principles surrounding the relationship of majors to careers.
- acquired a broad-based knowledge of internship opportunities and career paths available with your selected major and/or minor.
- gained a better awareness of your marketable skills, attributes, and talents.
- produced a resume, cover letter, and LinkedIn profile.
- learned and honed interview strategies and techniques.
- gained familiarity with job search tools, the development of networking skills and professional etiquette knowledge.
- learned how to research and prepare for salary negotiation.
- developed a positioning strategy and related career development plan for the dynamic world we live in.

Course Assignments

All work for this course is designed to fulfill one or more of the course goals. Class activities prepare you for homework assignments and homework assignments serve as the foundation for larger projects. Your final assessment for the course will be based upon the following:

In-Class and Carmen Participation.....10 pts

Participation in class will consist of engagement in small or large group discussions. Carmen participation will consist of discussion board posts and reflective journal assignments such as the Wandering Map assignment which asks you to put your name in the middle of your paper and list significant accomplishments, experiences, and lessons that had an impact on you. You will be asked to explore that activity and reflect upon it to identify your unique career decision making process. Another reflective journal assignment will ask you to submit your 30-second commercial/elevator pitch (specific instructions included on Carmen) for instructor feedback.

Focus 2 Reflection Paper.....10 pts

Upon completing the 30-minute online career self-assessment [Focus 2](#), you will receive results that you can filter based upon your responses to questions about your work interests, values, leisure interests, strengths, and personality. In a 2-page, double-spaced, Times New Roman essay, reflect upon the following questions: 1) what did you think of this assessment?; 2) how do your StrengthsFinder results compare to your Focus 2 results? (if you haven't taken StrengthsFinder, your instructor will provide you with information about how to complete the self-assessment); 3) how accurate are your results and why do you feel that way?; 4) when you filter by individual assessment, which careers/industries best align with your responses, and what do you think about them?; 5) after researching some of your top results, what did you learn about the job outlook, credentials required, and opportunities available?; 6) what other insights or further information do you need to make decisions about your future?

Career Exploration Assignment.....10 pts

*Using resources such as [What Can I Do with This Major?](#), [O*Net](#), the [Occupational Outlook Handbook](#), and what you've learned from Focus 2, brainstorm a list of 2-5 jobs which may be relevant to your skills, interests, and/or academic major. Compare your jobs to each other based upon the following criteria: 1) main duties; 2) education/skills required; 3) related education/skills you have; 4) average salary; 5) employment outlook (projected growth); 6) your interest, on a scale of 1 (no interest) to 10 (extremely interested); 7) how practical a fit is this position on a scale of 1 (not practical at all) to 10 (extremely practical); and 8) what next steps can you take to learn more (courses to enroll in, people you can talk to,*

companies you can follow, experience you can obtain)? In a 2-page, double-spaced, Times New Roman essay, reflect upon the following questions: Based on this comparison, which path(s) are you most interested in at this time and why? What are the major similarities and differences? Which one seems to be a better match for your interests, skills, and values and why?

Job/Internship Exploration Assignment.....15 pts

Using [Handshake](#), identify 2-3 jobs or internships of interest. In a 2-page, double-spaced, Times New Roman essay, reflect upon the following questions: 1) why are you interested in these positions?; 2) what knowledge-based, technical, transferable, and personal skills are employers seeking in these roles?; 3) which of these skills do you have, and which ones would you need to acquire?; 4) based on the position descriptions, how likely are you to enjoy these roles?; 5) do these positions meet your wants and needs for work schedule, work environment/office culture, professional development, compensation/benefits, and location? Why, why not, or what is unknown?; 6) What aspects of the job descriptions surprise or concern you?; 7) of all positions analyzed, which is the most interesting to you and why?; and 8) how do other societal factors like commitment to diversity, sustainability, and work-life balance influence your decision-making?

Resume & Cover Letter.....20 pts

At multiple touchpoints throughout the semester, you will be asked to submit various drafts of your resume and cover letter; this is to monitor your progress as you regularly refine and polish your career documents. You will receive full points for submitting the following: 1) the first draft of your resume; 2) the first draft of your cover letter; 3) the final draft of your resume; and 4) the final draft of your cover letter.

Practice Interviews & Feedback.....10 pts

Using the [Big Interview platform](#), explore the various industry-specific question sets offered and select the one that most closely aligns with your current industry of interest. Record your responses to an entire set of entry-level questions and send those responses to your instructor who will provide you with feedback. If you are unsure of a particular industry to explore at this time, you are welcome to choose the "Question Roulette" option or simply select at least 5 items from the general question bank. To earn full points for this assignment, you must: 1) activate your Big Interview account; 2) record your responses to an entire set of industry-specific, entry-level questions; and 3) share the entire set of responses with your instructor by the due date.

LinkedIn Assignment.....25 pts

If you do not already have one, please create a [LinkedIn account](#) by following the sign-up instructions and creating a new profile. Ensure your profile will stand out by including all the components listed below. Send an invitation request to your instructor and post the URL onto your final resume. To earn full points for this assignment, your profile must include: 1) a professional profile photo; 2) a unique headline; 3) a professional summary (a much shorter version of a cover letter); 4) experience (at least 2 jobs); 5) education (current institution, connected to alumni network, expected date of graduation, major/minor, specialties); 6) skills and expertise keywords (at least 5 skills added to profile); 7) recommendations (at least 1); 8) location and industry (location and industry added to profile); 9) unique URL (has created a unique, professional URL); 10) get connected (joined at least 1 university group and 1 professional group); 11) has sent a connection request to the course instructor, and 12) has included URL on final resume.

Total.....100 pts.

Note that some of the above graded assignments are linked to or dependent upon other assignments in the course, which may or may not be graded individually.

All assignments are due by the start of class on the day specified in the syllabus or class. Late assignments will receive 2-point reductions each day until submitted.

Grading

As this course is designated as SU, no letter grade will be assigned. The grading scale is as follows: **S** = 140-200 points; **U** = 139↓.

If you have questions about “where you stand” regarding your participation in this course, please consult us at any point during the semester, remembering that coming to us with concerns at the end of the term does not leave much time for your improvement.

Attendance

Students are expected to attend class. The class only meets once per week and therefore any absence will severely impact a student’s grade. In-class interaction and discussion of course material is an essential part of the learning process. Students, therefore, will be allowed no more than two absences. Each absence above the maximum will reduce your overall point total by 5. While this applies to **ALL** absences (whether through illness, sports, familial commitments, or activities for other classes), extenuating circumstances will be taken into consideration, so please reach out to your instructor for appropriate accommodations as necessary.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

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Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Disability Services.

Schedule of Class Meetings and Assignments

Class #	Date	Discussion Topics	Assignments
1		<p>Introduction to Course & Design Thinking Format</p> <p>Relationship Between Majors & Careers</p> <p>Introduce Focus 2 (an online career self-assessment) and connect to StrengthsFinder results</p>	
2		<p>Introduction to Career Explorations Assignment</p> <p>Career Research & Exploration (O*Net, Occupational Outlook Handbook, US Bureau of Labor Statistics)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Due to Carmen – FOCUS 2 Assessments <input type="checkbox"/> Read – Chapters 1 & 2 of <i>Designing Your Life</i> (pgs. 3-40)
3		<p>Review Focus 2 results: (Work Interest, Personality, Skills, Values, Leisure)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Due to Carmen – Wandering Map Assignment from pages 94-95 of <i>You Majored in What? Mapping Your Path from Chaos to Career</i> by K. Brooks (full details in Carmen) <input type="checkbox"/> Bring – FOCUS 2 assessment results to class <input type="checkbox"/> Read – Chapters 3 & 4 of <i>Designing Your Life</i> (pgs. 41-86)
4		<p>Career Readiness Competencies / Transferable Skills Making Any Major Marketable</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read – Chapter 5 of <i>Designing Your Life</i> (pgs. 87-106)
5		<p>Resumes & Cover Letters (OK to bring draft)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Due – FOCUS 2 Reflection Paper <input type="checkbox"/> Read – Chapter 6 of <i>Designing Your Life</i> (107-128)
6		<p>Resume & Cover Letter Peer Review</p> <p>The Internship and Job Application Search</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Due – <u>Draft</u> Resume & Cover Letter <input type="checkbox"/> Due – Career Exploration Assignment <input type="checkbox"/> Read – Chapters 7 & 8 of <i>Designing Your Life</i> (pgs. 129-156)

7		Personal Branding & LinkedIn Part I	<input type="checkbox"/> Due – Internship/Job Exploration Assignment <input type="checkbox"/> Bring laptop to class <input type="checkbox"/> Read – Chapters 9 & 10 of <i>Designing Your Life</i> (pgs. 157-198)
8		Overview of Interviewing Techniques 30-Second Commercial	<input type="checkbox"/> Read – Chapters 11 & Conclusion of <i>Designing Your Life</i> (pgs. 199-230)
9		LinkedIn Part II Online Networking Using LinkedIn Social Media in Job Search LinkedIn Portfolio options	<input type="checkbox"/> View Webinar: “Social Media Branding & Your Job Search” <input type="checkbox"/> Due – LinkedIn Assignment Part 1 (components 1 – 5) <input type="checkbox"/> Bring laptop to class <input type="checkbox"/> Read - Chapters 1 & 2 of <i>The Start-Up of You</i> (pgs. 1-46)
10		In-Class Mock Interview Carousel	<input type="checkbox"/> Due – Practice Interviews & Feedback Assignment <input type="checkbox"/> Read - Chapter 3 <i>The Start-Up of You</i> (pgs. 47-80)
11		Professionalism & Workplace Etiquette Graduate and Professional School Mock Interview Peer Review	<input type="checkbox"/> Due – Your 30-Second Commercial/Elevator Pitch via Carmen Reflective Journal post (and bring to class to practice in person) <input type="checkbox"/> Read - Chapter 4 of <i>The Start-Up of You</i> (pgs. 81-140)
12		Accepting the Job/Internship, Salary Negotiations, Benefits	<input type="checkbox"/> Read - Chapters 5 & 6 of <i>The Start-Up of You</i> (pgs. 141-192)
13		Networking LinkedIn Summary	<input type="checkbox"/> Due - <u>Final</u> Draft Resume and Cover Letter to Carmen and PebblePad <input type="checkbox"/> Read - Chapter 7 & Conclusion of <i>The Start-Up of You</i> (pgs. 193-226) <input type="checkbox"/> Due – LinkedIn Assignment Part 2 (remaining components)
14		Tying it All Together Course Evaluation / Feedback	<input type="checkbox"/> Complete – All remaining assignments

Proposed Syllabus
ARTSSCI 3000: Designing Your Life After College

Instructors:	Phone numbers:
Email:	Course Meets: in person, 55 minutes, twice/week (110 minutes total)
Office:	Course Time:
Office Hours:	Course Location:

Course Description:

Have you given enough thought to what you will do after graduation? Could you use some help creating a thoughtful plan? Are you in need of more career-building experiences? Taught by professional staff members in the Center for Career and Professional Success, this course not only connects you directly with career resources, tools, and mentors, but it also helps you identify the skills or experiences you need to be competitive in the world of work. By the end of the course, you will complete a micro-internship, industry-specific course, or certification that will give you the competitive edge you need to break into your field of interest. Topics include tailoring documents to specific positions/opportunities; advanced career decision-making; preparing for entry into the workforce; considering/preparing for graduate school; financial literacy for new college graduates; salary negotiation; advanced networking; value of liberal arts education in 21st century workplace; career readiness competencies; designing a plan for life after college; advanced mentorship; interview preparation; and reflecting upon work experiences. This course is a 2-credit, general elective and counts towards the graduation hour requirement.

Course Materials

Required: All reading materials are available on our course Carmen Canvas site.

[Burnett, B. & Evans, D. \(2016\). *Designing your life: How to build a well-lived, joyful life*. Knopf: New York, NY.**](#)

[Hoffman, R., & Casnocha, B. \(2012\). *The start-up of you: Adapt to the future, invest in yourself, and transform your career*. Crown Publishing: New York.**](#)

Shen, Y., & Sanders, E. (2023). Identity discovery: Small learning interventions as catalysts for change in design education. *Journal of Design, Business & Society*, 9 (1), pgs. 127-144. (*only for those who have not completed a previous course in the Career Success course series)

[Zakaria, F. \(2015\). *In defense of a liberal education*. New York: Norton & Company.](#)

****Below are alternate texts for those who have completed ARTSSCI 1000 (*Designing Your Life*) and/or ARTSSCI 2000 (*Designing Your Career Experience*). Please work with your instructor to determine an alternate reading plan that aligns with the course schedule.****

[Bolles, R.N. \(2018\). *What color is your parachute? A practical manual for job-hunters and career-changers*. Ten Speed Press: New York.](#)

Brooks, K. (2017). *You majored in what? Designing your path from college to career*. Plume: New York. (Please work with your instructor to access the recommended reading schedule for this text.)

[Harris, C.A. \(2009\). *Expect to win. Proven strategies for success from a Wall Street vet*. Hudson Street Press: New York.](#)

Please refer to the Schedule of Class Meetings and Assignments for the due date of each assignment.

Course Goals

The overarching objective of this course is to prepare you for the launch of your post-graduate career by providing you with the unique opportunity to gain real-world experience while still in college. While many new college graduates worked part-time while in school, few have completed internships and experiences that directly connect them to the modern workforce in ways that give employers full confidence in their professional potential. This course will require you to put your skills into action by completing a professional skills project. By the end of the course, you will have completed a micro-internship, industry-specific course, or certification, and developed valuable connections with OSU alumni and powerful industry experts. For those who have taken other career development courses, either taught by Career Success staff or members of your academic department, this course will expand upon your knowledge by asking you to dig deeper into your career ecosystem of mentors, advisors, faculty members, coaches, and peers to access fresh perspectives on your resume, cover letter, and career goals, which are always a work in progress. Your instructor will ensure that all course content aligns with your individual career journey, so alternative assignments are available for those who have already completed the required components.

Learning Outcomes

Participants in this course will:

- Describe the career development process and identify where they are in the cycle.
- Describe the impact of demographic, economic, and organizational changes on the world of work and their personal career development decisions.
- Identify their own personal priorities, skills, interests, strengths, and values using a variety of contemporary assessment tools and reflection activities.
- Use both primary and secondary research techniques to gather information about organizations, occupations, and industries.
- Write a compelling resume and cover letter.
- Engage in a company-based project that allows them to hone their professional skills.
- Articulate the transferable skills gained from engagement at Ohio State to future career opportunities.

Course Assignments

All work for this course is designed to fulfill one or more of the course goals. Class activities prepare you for homework assignments and homework assignments serve as the foundation for larger projects. Your final grade for the course will be calculated as follows:

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

Grading/Assignments:

In-Class Participation/Career Success Engagement.....	20 points
My Talents & Skills Reflection Paper.....	15 points
Resume & Cover Letter Assignment.....	20 points
Practice Interviews & Feedback Assignment.....	15 points
Professional Skills Project.....	30 points

Total Points Possible: 100

Detailed Explanation of Assignments:***In-Class Participation: 20 points***

Our class is built around your experiences with college life both in and out of the classroom; therefore, it is critical that you are present, on-time, participatory in discussions and activities, and that you engage actively with the course material. In addition, you will receive credit for out-of-class engagement with resources and people from the Center for Career & Professional Success (Career Success) such as (but not limited to): the Career Studio, Career Coaches, networking events, and Match Mentor meetings. See rubric below for more details:

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>In-Class Presence</i>	On time, Present, Participation in Class Discussions/Activities	7	
<i>Out-of-Class Engagement</i>	Carmen Canvas Engagement, Completion of Online Reflections/Activities (StrengthsQuest , Focus 2 , LinkedIn , Big Interview)	6	
<i>Career Success Engagement</i>	Career Studio Visits (2), Career Coach Meeting (1), Match Mentor Meetings (2), Career Fair Attendance (1), Virtual or In-Person Event Attendance (1)	7	

My Talents & Skills Reflection Paper: 15 points

Understanding who you are, where your passions lie, and what talents you bring to the world allows you to map your future career trajectory more intentionally. Using your Top 5 Talent Themes from the [StrengthsQuest](#) self-assessment and your results from [Focus 2](#), you will reflect upon the results to determine how they can help you learn more about yourself and your goals. See rubric below for more details:

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>Self-Assessment Completion & Reflection Upon Results</i>	What are your Top 5, what results did you get from Focus 2? What do you think of these results? How accurate are they and why do you feel that way?	5	
<i>Connection to Goals & Future</i>	How can these assessments be useful in planning for your future? What are your Life After OSU goals? How might these results connect (or not) with those goals?	5	

<i>Paper Logistics</i>	2 pages, Times New Roman, 12-pt. font, double-spaced, 500-550 words, on-time	5	
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Resume & Cover Letter Assignment: 10 points each (20 points total)

No matter the field or industry you plan on entering, strong career documents are a necessity. Using resources such as [Big Interview](#), the [Career Studio](#), and [professional Career Coaches](#), you will create several drafts of your resume and a cover letter, tailored to a position of interest to you. Your final submitted resume and cover letter should be grammatically correct, visually appealing, and should align with the standard guidelines set forth by the resume/cover letter rubrics. For those pursuing graduate school, you may substitute a cover letter for a personal statement document.

Practice Interviews & Feedback Assignment: 15 points

Interviewing can be anxiety-inducing, so you will be provided with multiple opportunities to practice. Using the [Big Interview platform](#), you will complete 2 mock interviews and solicit feedback from 2 different professionals within a field or industry of interest to you. You will receive credit for completing the interviews within the platform and for submitting a written reflection of the experience. See rubric below for more details:

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>Engagement in Big Interview Platform & Feedback from 2 Professionals</i>	Profile created in Big Interview, Responses recorded for all questions, Responses shared with 2 external professionals	5	
<i>Reflection</i>	How useful was this assignment? What did you learn from video interviewing? What feedback did your 2 professionals provide? How will you use this in the future?	5	
<i>Paper Logistics</i>	2 pages, Times New Roman, 12-pt font, double-spaced, 500-550 words, on-time	5	

Professional Skills Project (2000-3500 words; 15-minute presentation): 30 points

In an effort identify and hone your skills and to gain relevant work experience, you will engage in a Professional Skills Project using one or more of the following platforms: [Parker Dewey](#), [Forage](#), and/or [LinkedIn Learning](#). You are to identify one or more micro-internships, certifications, and/or work experience programs to **complete** during the course of this seminar. You should accept no more than **10 hours'** worth of outside-of-class work. The goal is for you to complete at least one program, identify the skills gained from the experience, display those adequately on your resume, reflect upon the experience in general, and present your knowledge in both written and oral forms. *Note: If you identify a different platform, program, or course not listed that would satisfy the requirements for this project, please consult with your instructor before starting.*

In a 2000-3500-word, double-spaced, 12-point, Times New Roman font paper, address the following: 1) the background of company(ies)/industry(ies) you engaged with; 2) the micro-internship(s)/work experience program(s) you completed; 3) your full project management plan; 4) your deliverables; and 5) at least 3 academic sources (use the Library/Writing

Center to help you find academic references) related to the company’s industry, the field, and scope of your specific problem and solution. Papers will be submitted via Carmen Canvas on your due date.

In addition to the paper, you will be required to share your experiences in a 15-minute, individual presentation to the class about your project(s) and how they connect to your overall OSU experience, using the OSU Plan Story Guide ([link to be provided when available](#)) as a template. You will be graded on the following aspects of your presentation: 1) the detail provided; 2) the clarity and organization of your project management plan; 3) the connection of the OSU Plan to your project; 4) the creativity of your visuals; and 5) the adherence to the prescribed time limit. You will sign up for your presentation day/time during Class 23.

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>Written: Company/Industry Background</i>	1) the background of the organization/company you’ve engaged with; 2) the project(s) you completed; and 3) your full project plan w/projected timeline	5	
<i>Written: Deliverables</i>	1) details about your deliverable(s); 2) challenges associated with completing the project(s); 3) skills gained and honed as a result of this experience	5	
<i>Paper Logistics</i>	Times New Roman, 12-pt. font, double-spaced, 2000-3500 words, 3 academic sources	5	
<i>Oral: Detail & Clarity</i>	1) the detail provided; 2) the clarity and organization of your project management plan	5	
<i>Oral: Viable Solutions & Connections</i>	1) the quality of your deliverable(s); 2) the connection of the coursework/skills to your project	5	
<i>Oral: Visual Engagement</i>	15 minutes total, OSU Plan Story Guide use, creativity of visuals/engagement	5	

Attendance

Students are expected to attend class. The class only meets twice per week and therefore any absence will severely impact a student’s grade. In-class interaction and discussion of course material is an essential part of the learning process. Students, therefore, will be allowed no more than two absences. Each absence above the maximum will reduce your overall point total by 5. While this applies to **ALL** absences (whether through illness, sports, familial commitments, or activities for other classes), extenuating circumstances will be taken into consideration, so please reach out to your instructor for appropriate accommodations as necessary.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Academic Misconduct

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/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19

isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Statement

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/Relationship Violence

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.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Disability Services.

Schedule of Class Meetings and Assignments

Class #	Date	Discussion Topics	Assignments
1		Introduction to Course <ul style="list-style-type: none"> • Design Thinking Format • Career Success Resources • Professional Skills Project Intro to Platforms: Parker Dewey, LinkedIn Learning, Forage 	
2		Exploring You: Part I <ul style="list-style-type: none"> • Personal Strengths, Areas for Growth, Opportunities • Talking about Talents • Individual vs. Group Talents 	<input type="checkbox"/> Take StrengthsQuest Assessment OR Complete Personal SWOT Analysis <input type="checkbox"/> Read: Chapter 1 of <i>In Defense of a Liberal Education</i> (pgs. 15-39)
3		Exploring You: Part II <ul style="list-style-type: none"> • Connecting Interests, Talents, and Values to Work • Analyzing Our Preferences 	<input type="checkbox"/> Take Focus 2 Self-Assessment OR VIA Character Strengths Survey <input type="checkbox"/> Read: Chapter 2 of <i>In Defense of a Liberal Education</i> (pgs. 40-71)

		<ul style="list-style-type: none"> • Making the Most of Self-Assessments 	
4		Exploring You: Part III <ul style="list-style-type: none"> • Understanding Personal Growth • Looking into the Future • Strengths, Preferences, & Career Discernment 	<input type="checkbox"/> Complete Professional Skills Research Overview Reflection in Carmen <input type="checkbox"/> Read: Chapter 3 of <i>In Defense of a Liberal Education</i> (pgs. 72-105)
5		Developing Your Skills: Part I <ul style="list-style-type: none"> • Defining Skills • The Art of Storytelling • Your Ohio State Story Guide 	<input type="checkbox"/> Bring/have access to each of the syllabi for all of your current semester classes <input type="checkbox"/> Read: Chapter 4 of <i>In Defense of a Liberal Education</i> (pgs. 106-134)
6		Developing Your Skills: Part II <ul style="list-style-type: none"> • Identifying Transferable Skills • Skills Derived from a Liberal Education • Career Readiness Competencies 	<input type="checkbox"/> Access LinkedIn Learning platform <input type="checkbox"/> My Talent & Skills Reflection Paper Due (submit to PebblePad) <input type="checkbox"/> Read: "15 Transferable Skills Employers Want:" https://www.flexjobs.com/blog/post/transferableskills/ <input type="checkbox"/> Read: Chapters 5 & 6 of <i>In Defense of a Liberal Education</i> (pgs. 135-170)
7		Developing Your Skills: Part III <ul style="list-style-type: none"> • Identifying Skill Gaps • Doing industry Research to Explore Skill Needs 	<input type="checkbox"/> Complete Match Mentor meeting 1 (full details on meeting specifics found in Carmen)
8		Professional Skills Project: Part 1 <ul style="list-style-type: none"> • Project Logistics Deep-Dive • Developing a Manageable Plan and Timeline 	<input type="checkbox"/> Read: Chapters 1 & 2 of <i>Designing Your Life</i> (pgs. 3-40)
9		Professional Skills Project: Part 2 <ul style="list-style-type: none"> • Project Check-Ins 	<input type="checkbox"/> Read: Chapters 3 & 4 of <i>Designing Your Life</i> (pgs. 41-86)
10		Marketing Yourself: Part I <ul style="list-style-type: none"> • Resume Writing • LinkedIn Profile Writing 	<input type="checkbox"/> Create an account in Big Interview <input type="checkbox"/> Identify a job of interest and draft a resume and cover letter (for those seeking continuing education, identify a grad program of interest and draft a personal statement) <input type="checkbox"/> Read: "Beat the Robots: How to Get Your Resume Past the System and Into Human Hands:" https://www.themuse.com/advice/beat-the-robots-how-to-get-your-resume-past-the-system-into-human-hands

			<input type="checkbox"/> Read: Chapters 5 & 6 of <i>Designing Your Life</i> (pgs. 87-128)
11		Marketing Yourself: Part II <ul style="list-style-type: none"> • Cover Letter Writing • Organizational Research • Informational Interviewing 	<input type="checkbox"/> Create/Update LinkedIn Profile <input type="checkbox"/> Read: Chapters 7 & 8 of <i>Designing Your Life</i> (pgs. 129-156)
12		Marketing Yourself: Part III <ul style="list-style-type: none"> • Mock Interviewing • Review of Mock Interview Assignment 	<input type="checkbox"/> Read: Chapters 9 & 10 of <i>Designing Your Life</i> (pgs. 157-198)
13		Career Design: Part I <ul style="list-style-type: none"> • Life Design Basics • The Dream Job/Ikigai 	<input type="checkbox"/> Read: Chapter 11 & Conclusion of <i>Designing Your Life</i> (pgs. 199-230)
14		Career Design: Part II <ul style="list-style-type: none"> • Career Journey Mapping • Preparing for Lifelong Career Design 	<input type="checkbox"/> Complete Carmen Reflection on your ideal job
15		Career Design: Part III <ul style="list-style-type: none"> • The Importance of Failure & Resilience • Pivots, Setbacks, and Happenstance 	<input type="checkbox"/> Complete Career Journey Map in Carmen <input type="checkbox"/> Visit the Career Studio to create or update your resume, tailoring it to a job of interest
16		The Job Search: Part I <ul style="list-style-type: none"> • Search Methods, Platforms • Keywords, Skillsets, Competencies 	<input type="checkbox"/> Read: "Hidden Job Market: Definition and How to Access It:" https://www.indeed.com/careeradvice/finding-a-job/hidden-job-market <input type="checkbox"/> Professional Skills Project Work
17		The Job Search: Part II <ul style="list-style-type: none"> • The Career Ecosystem Approach • Gap Year Planning • Graduate School Search • Anatomy of the Post-Grad School Job Search 	<input type="checkbox"/> Professional Skills Project Work <input type="checkbox"/> Complete Career Coach Meeting <input type="checkbox"/> Complete Match Mentor meeting 2
18		Interviewing: Part I <ul style="list-style-type: none"> • Interviewing Basics • Interview Types • STAR Method • Best Practices • Practice 	<input type="checkbox"/> Complete Big Interview Profile <input type="checkbox"/> Identify Industry of Interest to Complete Mock Interviews <input type="checkbox"/> Read: "How to Prepare for An Interview:" https://www.indeed.com/careeradvice/interviewing/how-to-prepare-for-an-interview <input type="checkbox"/> Read: "21 Job Interview Tips: How to

		In-Class Interviewing Simulation	Make A Good Impression: https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression
19		Interviewing II: Virtual Interviewing <ul style="list-style-type: none"> • Virtual vs. In-Person Interviews • Big Interview Modules • Best Practices • Practice 	<input type="checkbox"/> Read: “4 Tips to Nail a Virtual Job Interview:” https://hbr.org/2021/03/4-tips-to-nail-a-virtual-job-interview
20		Networking: Part I <ul style="list-style-type: none"> • Networking Basics • Identifying and Evaluating Your Network 	<input type="checkbox"/> Complete Elevator Pitch Assignment & Reflection in Carmen <input type="checkbox"/> Professional Skills Project Work <input type="checkbox"/> Read: “How to Create an Elevator Pitch with Examples:” https://www.thebalancecareers.com/elevatorspeech-examples-and-writing-tips-2061976
21		Elevator Pitch Practice <ul style="list-style-type: none"> • Group-Share Professional Skills Project Work	<input type="checkbox"/> Visit Career Studio (2 nd time) <input type="checkbox"/> Practice Interviews & Feedback Assignment Due
22		Networking II: Virtual Networking <ul style="list-style-type: none"> • Expanding Your Virtual Network • Managing Your Virtual Network • Practice Virtual Networking • Virtual Networking Post-Covid 	<input type="checkbox"/> Resume Due to Carmen & PebblePad <input type="checkbox"/> Cover Letter Due to Carmen & PebblePad <input type="checkbox"/> Read: Chapters 1 & 2 of <i>The Start-Up of You</i> (pgs. 1-46) <input type="checkbox"/> Prepare for Networking with OSU Alumni
23		Networking III: In-Person Networking <ul style="list-style-type: none"> • Expanding Your In-Person Network • Managing Your In-Person Network • Practice In-Person Networking • In-Person Networking Post-Covid • Sign up for Final Presentations 	<input type="checkbox"/> Read: Chapters 3 & 4 of <i>The Start-Up of You</i> (pgs. 47-140) <input type="checkbox"/> Submit Final Presentation Sign-Up Form
24		Life After OSU: Part I <ul style="list-style-type: none"> • Leveraging Your OSU Experience • Considering Grad School • Introduction to Mentorship 	<input type="checkbox"/> Read: Chapters 5 & 6 of <i>The Start-Up of You</i> (pgs. 141-192)
25		Life After OSU: Part II <ul style="list-style-type: none"> • Life as an OSU alum • Getting an offer • Salary Negotiations/Benefits Analysis 	<input type="checkbox"/> Complete Match Mentor Reflection in Carmen <input type="checkbox"/> Read: Chapter 7 & Conclusion of <i>The Start-Up of You</i> (pgs. 193-226) <input type="checkbox"/> Professional Skills Project Work

		<ul style="list-style-type: none"> Professional Skills Project Work 	
26		Life After OSU: Part III <ul style="list-style-type: none"> Navigating Post-College Life Expectations of the Professional World New Professional Case Studies Financial Literacy 	<input type="checkbox"/> Informational Interview with OSU Alum (can be Match Mentor) Due to Carmen <input type="checkbox"/> Complete Adulting Worksheet due to Carmen <input type="checkbox"/> Prepare for your final presentation <input type="checkbox"/> Submit proof of Career Fair attendance
27		Professional Skills Project Presentations	<input type="checkbox"/> Paper/Presentation Due (post to PebblePad)
28		Professional Skills Project Presentations	<input type="checkbox"/> Paper/Presentation Due (post to PebblePad)

Proposed Syllabus
ARTSSCI 4000: Designing Your Career Launch

Instructors:	Phone numbers:
Email:	Course Meets: in person, 55 minutes, twice/week (110 minutes total)
Office:	Course Time:
Office Hours:	Course Location:

Course Description

Are you prepared for the 'real world'? Are you getting ready to graduate and wondering how to make meaning of your time at Ohio State? Are you looking for more real-world experiences to supplement your coursework and prepare you for the world of work and/or graduate school? Taught by professional staff members in the Center for Career and Professional Success, this course helps you reflect upon your time in college and connect it to your post-graduation plans. Additionally, you will directly connect with OSU alumni and industry partners like Google, Adobe, Microsoft, and JP Morgan Chase, among others, to network and provide consultation services to their fields, thus earning academic credit for a micro-internship experience. Topics include: finalizing career documents; preparing to launch into workforce/graduate school; integrated mentorship via alumni/industry partners/friends of OSU; project management; value of liberal arts education in 21st century workforce; using design thinking to propose solutions for alumni/industry partners to their real-world challenges; integrated professional development opportunities (certificates, trainings, credentials); gaining real-world experience; and reflecting upon work experiences. This course is a 2-credit, general elective and counts towards the graduation hour requirement.

Course Materials

Required: All reading materials are available on our course Carmen Canvas site.

[Burnett, B. & Evans, D. \(2016\). *Designing your life: How to build a well-lived, joyful life*. Knopf: New York, NY.](#)

Below are alternate texts for those who have completed ARTSSCI 1000 (Designing Your Life), ARTSSCI 2000 (Designing Your Career Experience), and/or ARTSSCI 3000 (Designing Your Career Launch). Please work with your instructor to determine an alternate reading plan that aligns with the course schedule.

[Bolles, R.N. \(2018\). *What color is your parachute? A practical manual for job-hunters and career-changers*. Ten Speed Press: New York.](#)

Brooks, K. (2017). *You majored in what? Designing your path from college to career*. Plume: New York. (Please work with your instructor to access the recommended reading schedule for this text.)

[Harris, C.A. \(2009\). *Expect to win. Proven strategies for success from a Wall Street vet*. Hudson Street Press: New York.](#)

Shen, Y., & Sanders, E. (2023). Identity discovery: Small learning interventions as catalysts for change in design education. *Journal of Design, Business & Society*, 9 (1), pgs. 127-144. (*only for those who have not completed a previous course in the Career Success course series)

Please refer to the Schedule of Class Meetings and Assignments for the due date of each assignment.

Course Goals

The overarching objective of this course is to prepare you for the launch of your post-graduate career by providing you with the unique opportunity to gain real-world experience while still in college. While many new college graduates worked part-time while in school, few have completed internships and experiences that directly connect them to the modern workforce in ways that give employers full confidence in their professional potential. This course will require

currently facing their industries. By the end of the course, you will have completed a comprehensive industry project that can serve as a marketable highlight to your resume, cover letter, and future interviews! For those who have taken other career development courses, either taught by Career Success staff or members of your academic department, this course will expand upon your knowledge by asking you to dig deeper into your career ecosystem of mentors, advisors, faculty members, coaches, and peers to access fresh perspectives on your resume, cover letter, and career goals, which are always a work in progress. Your instructor will ensure that all course content aligns with your individual career journey, so alternative assignments are available for those who have already completed the required components.

Learning Outcomes

Participants in this course will:

- Identify their own personal priorities, skills, interests, strengths, and values using a variety of contemporary assessment tools and reflection activities.
- Incorporate principles of design thinking and life design into planning for life after Ohio State.
- Write a compelling resume and cover letter.
- Connect with various employers and industry partners to engage in projects that will benefit their organizations: *Google, Microsoft, JP Morgan Chase, Adobe, amongst others.*
- Complete a comprehensive industry partner project that can be highlighted on career documents and in future interviews.
- Articulate the transferable skills gained from engagement at Ohio State to future career opportunities.

Course Assignments

All work for this course is designed to fulfill one or more of the course goals. Class activities prepare you for homework assignments and homework assignments serve as the foundation for larger projects. Your final grade for the course will be calculated as follows:

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

Grading/Assignments:

In-Class Participation/Career Success Engagement.....	20 points
Making Meaning of My OSU Journey Reflection Paper.....	15 points
Resume & Cover Letter Assignment.....	20 points
Big Interview Mentor Assignment.....	15 points
Industry Partner Project.....	30 points

Total Points Possible: 100

Detailed Explanation of Assignments:

In-Class Participation: 20 points

Our class is built around your experiences with college life both in and out of the classroom; therefore, it is integral that you are present, on-time, participatory in discussions and activities, and that you engage actively with the course material. In addition, you will receive credit for out-of-class engagement with resources and people from the Center for Career & Professional Success (Career Success) such as (but not limited to): the Career Studio, Career Coaches, networking events, and alumni mentors. See rubric below for more details:

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>In-Class Presence</i>	On time, Present, Participation in Class Discussions/Activities, Business Partner Meetings	7	
<i>Out-of-Class Engagement</i>	Carmen Canvas Engagement, Completion of Online Reflections/Activities	6	
<i>Career Success Engagement</i>	Career Studio Visits (2), Career Coach Meeting (1), alumni mentor meetings (1), Career Event Attendance (3)	7	

My OSU Journey Reflection Paper: 15 points

You have learned a lot during your time in college, academically, personally, and professionally. It is important to take stock of your journey and identify the specific skills you have honed that you will connect to your post-graduation plans. Using the OSU Story Guide (LINK PROVIDED WHEN AVAILABLE) as a starting point, you will reflect upon your holistic OSU experience in a 2-page, 500-550-word paper. See rubric below for more details:

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>Reflection upon Academic and Co-Curricular Experiences</i>	How have you customized your college experience to help you achieve success at OSU and beyond? How has your academic journey prepared you for life after college? What experiential opportunities have you undertaken while at OSU?	5	
<i>Identification of Skill Attainment and Connection to Future</i>	What competencies have you honed during your time at OSU (think career readiness competencies)? Provide specific examples. Which skills and experiences are most important to you, and how do you plan on connecting those to your post-graduation plans?	5	

<i>Paper Logistics</i>	2 pages, Times New Roman, 12-pt. font, double-spaced, 500-550 words, on-time	5	
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Resume & Cover Letter Assignment: 10 points each (20 points total)

No matter the field or industry you plan on entering, strong career documents are a necessity. Using resources such as [Big Interview](#), the [Career Studio](#), and [professional Career Coaches](#), you will create several drafts of your resume and a cover letter, tailored to a position of interest to you. Your final submitted resume and cover letter should be grammatically correct, visually appealing, and should align with the standard guidelines set forth by the resume/cover letter rubrics. For those pursuing graduate school, you may substitute a cover letter for a personal statement document.

Big Interview Mentor Assignment: 15 points

Interviewing can be anxiety-inducing, so you will be provided with multiple opportunities to practice. Using the custom interview questions prepared for you in the Big Interview platform, you will complete **2** mock interviews and solicit feedback from **2** assigned Ohio State alumni mentors from a field or industry of interest to you. You will receive credit for completing the interviews within the platform and for submitting a written reflection of the experience. See rubric below for more details:

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>Engagement in Big Interview Platform & Feedback from 2 Professionals</i>	Profile created in Big Interview, Responses recorded for all questions, Responses shared with 2 OSU alumni mentors	5	
<i>Reflection</i>	How useful was this assignment? What did you learn from video interviewing? What feedback did your 2 mentors provide? How will you use this in the future?	5	
<i>Paper Logistics</i>	2 pages, Times New Roman, 12-pt font, double-spaced, 500-550 words, on-time	5	

Industry Partner Project (3500-5000 words; 30-minute presentation): 30 points

In an effort to synthesize all of the information covered throughout the course, you will present your final recommendations to your industry partner, both in written and oral form. In a 3500-5000-word, double-spaced, 12-point, Times New Roman font paper, address the following: 1) the background of your industry partner’s organization; 2) the problem(s) you were tasked with solving; 3) your full project management plan; 4) your recommended solutions; and 5) at least 3 academic sources (use the Library/Writing Center to help you find academic references) related to your partner’s industry, the field, and scope of your specific problem and solution. Papers will be submitted via Carmen Canvas on your due date.

In addition to the paper, you will be required to share your findings in a 30-minute, group/individual presentation to the class and to your industry partner. You will be graded on the following aspects of your presentation: 1) the detail

provided; 2) the clarity and organization of your project management plan; 3) the feasibility of your solution(s); 4) the connection of the coursework to your project; and 5) the adherence to the prescribed time limit. You will sign up for your presentation day/time during Class 24.

<u>Component</u>	<u>Details</u>	<u>Points Possible</u>	<u>Points Earned</u>
<i>Written: Industry Partner Challenges & Opportunities</i>	1) the background of your partner's organization; 2) the problem(s) you were tasked with solving; and 3) your full project management plan	5	
<i>Written: Viable Solutions</i>	Are your solutions detailed, appropriate, reasonable, and viable (Industry Partner input provided)?	5	
<i>Paper Logistics</i>	Times New Roman, 12-pt. font, double-spaced, 3500-5000 words, 3 academic sources	5	
<i>Oral: Detail & Clarity</i>	1) the detail provided; 2) the clarity and organization of your project management plan (Industry Partner input provided)	5	
<i>Oral: Viable Solutions & Connections</i>	1) the feasibility of your solution(s); 2) the connection of the coursework to your project (Industry Partner input provided)	5	
<i>Overall Presentation</i>	30 minutes total, group evaluation, creativity	5	

Attendance

Students are expected to attend class. The class only meets twice per week and therefore any absence will severely impact a student's grade. In-class interaction and discussion of course material is an essential part of the learning process. Students, therefore, will be allowed no more than two absences. Each absence above the maximum will reduce your overall point total by 5. While this applies to **ALL** absences (whether through illness, sports, familial commitments, or activities for other classes), extenuating circumstances will be taken into consideration, so please reach out to your instructor for appropriate accommodations as necessary.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall

not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Academic Misconduct

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/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Statement

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/Relationship Violence

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.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Disability Services.

Schedule of Class Meetings and Assignments

Class #	Date	Discussion Topics	Assignments
1		Introduction to Course <ul style="list-style-type: none"> • Design Thinking Format • Career Success Resources • Industry Partner Project Intro 	
2		Exploring You: Part I <ul style="list-style-type: none"> • Personal Strengths, Areas for Growth, Opportunities • Talking about Talents • Individual vs. Group Talents 	<input type="checkbox"/> Complete 2 from this list and bring results to class: StrengthsQuest Assessment OR O*Net Interest Profiler OR Personal SWOT Analysis OR Focus 2 Self-Assessment AND/OR VIA Character Strengths Survey <input type="checkbox"/> Read: Chapter 1 of <i>Designing Your Life</i> (pgs. 3-28)
3		Industry Partner Expo: Part I <ul style="list-style-type: none"> • Partner Introductions • Partner Presentations • Networking 	<input type="checkbox"/> Review Industry Partner Prospectuses on Carmen <input type="checkbox"/> Read: Chapter 2 of <i>Designing Your Life</i> (pgs. 29-40)
4		Industry Partner Expo: Part II <ul style="list-style-type: none"> • Partner Introductions • Partner Presentations • Networking • Matching Process 	<input type="checkbox"/> Submit Industry Partner preferences to Carmen <input type="checkbox"/> Read: Chapter 3 of <i>Designing Your Life</i> (pgs. 41-62)

5		<p>Project Management: Part I</p> <ul style="list-style-type: none"> Principles of Project Management Project Scope, Planning, Execution, Implementation 	<ul style="list-style-type: none"> <input type="checkbox"/> Read: "A Project Management Primer:" https://www.exinfm.com/training/pdfiles/projectPrimer.pdf <input type="checkbox"/> Read: Chapter 4 of <i>Designing Your Life</i> (pgs. 63-86)
6		<p>Project Management: Part II</p> <ul style="list-style-type: none"> Required Components for Industry Partner Project Application to Your Project 	<ul style="list-style-type: none"> <input type="checkbox"/> Read: Chapter 5 of <i>Designing Your Life</i> (pgs. 87-106)
7		<p>Talent & Skill Identification: Part I</p> <ul style="list-style-type: none"> Identifying Transferable Skills/Gaps Career Readiness Competencies 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Match Mentor meeting 1 (full details on meeting specifics found in Carmen) <input type="checkbox"/> Read: "15 Transferable Skills Employers Want:" https://www.flexjobs.com/blog/post/transferableskills/ <input type="checkbox"/> Read: Chapter 6 of <i>Designing Your Life</i> (pgs. 107-128) <input type="checkbox"/> Industry Partner Project Group Meeting 1 Due: Submit Scope Report Draft to Carmen
8		<p>Talent & Skill Identification: Part II</p> <ul style="list-style-type: none"> The Art of Storytelling Skills Derived from a Liberal Education Your Ohio State Story Guide 	<ul style="list-style-type: none"> <input type="checkbox"/> Read: Chapter 7 of <i>Designing Your Life</i> (pgs. 129-144)
9		<p>Professional Skills Project: Part I</p> <ul style="list-style-type: none"> Project Check-Ins 	<ul style="list-style-type: none"> <input type="checkbox"/> My OSU Journey Reflection Paper Due (submit to PebblePad) <input type="checkbox"/> Read: Chapter 8 of <i>Designing Your Life</i> (pgs. 145-156)
10		<p>Marketing Yourself: Part I</p> <ul style="list-style-type: none"> Resume Writing LinkedIn Profile Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Create an account in Big Interview <input type="checkbox"/> Identify a job of interest and draft a resume and cover letter (<i>for those seeking continuing education, identify a grad program of interest and draft a personal statement</i>) <input type="checkbox"/> Read: "Beat the Robots: How to Get Your Resume Past the System and Into Human Hands:" https://www.themuse.com/advice/beat-the-robots-how-to-get-your-resume-past-the-systeminto-human-hands <input type="checkbox"/> Read: Chapter 9 of <i>Designing Your Life</i> (pgs. 157-180)

11		Marketing Yourself: Part II <ul style="list-style-type: none"> • Cover Letter Writing • Organizational Research • Informational Interviewing 	<input type="checkbox"/> Create/Update LinkedIn Profile <input type="checkbox"/> Read: Chapter 10 of <i>Designing Your Life</i> (pgs. 181-198)
12		Career Design: Part I <ul style="list-style-type: none"> • Life Design Basic • The Dream Job/Ikigai 	<input type="checkbox"/> Read: Chapter 11 & Conclusion of <i>Designing Your Life</i> (pgs. 199-230)
13		Career Design: Part II <ul style="list-style-type: none"> • Career Journey Mapping • Preparing for Lifelong Career Design 	<input type="checkbox"/> Industry Partner Project Group Meeting 2 Due: Submit Project Plan Draft to Carmen
14		Marketing Yourself: Part III <ul style="list-style-type: none"> • Mock Interviewing • Review of Mock Interview Assignment 	<input type="checkbox"/> Complete Carmen Reflection on your ideal job
15		Career Design: Part III <ul style="list-style-type: none"> • The Importance of Failure & Resilience • Pivots, Setbacks, and Happenstance 	<input type="checkbox"/> Complete Career Journey Map in Carmen <input type="checkbox"/> Visit the Career Studio to create or update your resume, tailoring it to a job of interest
16		The Job Search: Part I <ul style="list-style-type: none"> • Search Methods, Platforms • Keywords, Skillsets, Competencies 	<input type="checkbox"/> Read: “Hidden Job Market: Definition and How to Access It:” https://www.indeed.com/careeradvice/finding-a-job/hidden-job-market
17		The Job Search: Part II <ul style="list-style-type: none"> • The Career Ecosystem Approach • Graduate School Search • Anatomy of the Post-Grad School Job Search 	<input type="checkbox"/> Industry Partner Project Group Meeting 3 Due: Submit Execution Strategy Draft to Carmen <input type="checkbox"/> Complete Career Coach Meeting <input type="checkbox"/> Complete Match Mentor meeting 2
18		Interviewing: Part I <ul style="list-style-type: none"> • Interviewing Basics • Interview Types • STAR Method • Best Practices • Practice <p><i>In-Class Interviewing Simulation*</i></p>	<input type="checkbox"/> Complete Big Interview Profile <input type="checkbox"/> Identify Industry of Interest to Complete Mock Interviews <input type="checkbox"/> Read: “How to Prepare for An Interview:” https://www.indeed.com/careeradvice/interviewing/how-to-prepare-for-aninterview <input type="checkbox"/> Read: “21 Job Interview Tips: How to Make A Good Impression:” https://www.indeed.com/career-advice/interviewing/job-interview-tips-

			how-to-make-a-great-impression
19		Interviewing II: Virtual Interviewing <ul style="list-style-type: none"> • Virtual vs. In-Person Interviews • Big Interview Modules • Best Practices • Practice 	<input type="checkbox"/> Read: “4 Tips to Nail a Virtual Job Interview:” https://hbr.org/2021/03/4-tips-to-nail-a-virtual-job-interview
20		Incubation & Prototyping <ul style="list-style-type: none"> • Industry Partner Visits/Project Work 	<input type="checkbox"/> Visit Career Studio (2 nd time) <input type="checkbox"/> Big Interview Mentor Assignment Due
21		Incubation & Prototyping <ul style="list-style-type: none"> • Industry Partner Visits/Project Work 	<input type="checkbox"/> Resume Due to Carmen & PebblePad <input type="checkbox"/> Cover Letter Due to Carmen & PebblePad
22		Life After OSU: Part I <ul style="list-style-type: none"> • Leveraging Your OSU Experience • Considering Grad School • Introduction to Mentorship 	<input type="checkbox"/> Read: “5 Ways to Get the Most out of Your Mentor Relationship:” https://www.forbes.com/sites/ashirapro/sack1/2018/04/26/5-ways-to-get-the-most-out-of-your-mentor-relationship/?sh=88e83e97cf61
23		Life After OSU: Part II <ul style="list-style-type: none"> • Life as an OSU alum • Getting an offer • Salary Negotiations/Benefits Analysis 	<input type="checkbox"/> Industry Partner Project Group Meeting 4 Due: Submit Implementation Plan Draft to Carmen
24		Incubation & Prototyping <ul style="list-style-type: none"> • Business Partner Visits/Project Work <p>*Sign up for Final Presentations</p>	<input type="checkbox"/> Industry Partner Project Work <input type="checkbox"/> Submit Final Presentation Sign-Up Form
25		Life After OSU: Part III <ul style="list-style-type: none"> • Navigating Post-College Life • Expectations of the Professional World • New Professional Case Studies • Financial Literacy 	<input type="checkbox"/> Complete Adulting Worksheet in Carmen <input type="checkbox"/> Industry Partner Project Work
26		Incubation & Prototyping <ul style="list-style-type: none"> • Industry Partner Visits/Project Work 	<input type="checkbox"/> Prepare for your final presentation <input type="checkbox"/> Submit proof of Career Fair attendance

27		Industry Partner Project Presentations	<input type="checkbox"/> Paper/Presentation Due (post to PebblePad)
28		Industry Partner Project Presentations	<input type="checkbox"/> Paper/Presentation Due (post to PebblePad)

From: [Spreitzer, Peter](#)
To: [Zelaya-Leon, Tricia](#)
Subject: RE: ASC Careers Course Proposal Feedback
Date: Friday, March 29, 2024 1:26:23 PM
Attachments: [image001.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[image003.png](#)

Thanks, Tricia.

Following up on your responses, and also addressing some of the direct questions you wrote to me initially:

- If you are able to allow EXP students to take these courses, we would definitely encourage them to do so. I appreciate your initiative in creating this series of courses – it’s not something you have to do, but it’s something you feel will help students and I’m inclined to agree with you.
- Re: *You will note in the syllabi that major exploration is a featured topic. The intention is less for Career Success staff to discuss the curricular components of major exploration/selection, and more to focus on students’ decision-making processes: how and why they are considering (or have considered) a certain major, might they consider a double-major/minor/certificate to align with their post-graduate goals, and what are the transferable skills inherent in each major that apply to a wide variety of fields/careers.*
 - Understood. Practically-speaking, to build on what you wrote, my hope in general is that students exploring a new idea for a major will not go long without talking with either an Exploration advisor or advisor in their major of interest. Reason being, there may be some important information the student needs ASAP to factor into their decision-making, often including: time-to-degree, competitive process for entering major, classes that need to be taken ASAP to progress in curriculum. IF you feel like you’d like to present at least some resources to students in this direction, please feel free to refer students to Exploration and exploration.osu.edu.
 - Here are some examples of key pages on our website:
 - This entire [Exploring](#) section
 - For criteria to enter major: [Majors by criteria to enter](#)
 - For shorter time-to-degree majors: [Shortest time-to-degree](#)

majors for redeciding students

- *Re: If there is duplicative content, please let me know and I will adjust accordingly because my goal, per Bernadette, is to receive official concurrence from you (I have already shared these with Mary Ellen Jenkins as well for this purpose).*
 - You have concurrence from University Exploration. All the best to you in carrying out this proposal!

All the best,
Peter

Peter Spreitzer
Director, University Exploration
(He/Him) [What's this?](#)

UEXP Advising Appointment: Call 614-292-0646 or use [OnCourse](#)

From: Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>
Sent: Friday, March 29, 2024 12:11 PM
To: Spreitzer, Peter <spreitzer.6@osu.edu>
Subject: RE: ASC Careers Course Proposal Feedback

Hi, Peter,

Thanks so much for your response! My answers to your questions are below in red.

Thanks again,
Tricia

From: Spreitzer, Peter <spreitzer.6@osu.edu>
Sent: Friday, March 29, 2024 7:55 AM
To: Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>
Subject: RE: ASC Careers Course Proposal Feedback

Hi Tricia,

I'm so sorry for not replying earlier. Thank you for keeping after me.

I love these proposed course offerings and I think they are a GREAT idea. A couple questions I have:

- How will ASC 1100 interact with ASC's first-year survey course? For example, Arts & Sciences has an "Undecided" academic plan – could such students take ASC 1100 *instead of* Survey, ASC 1100? **These are not designed to replace ASC1100; students may choose to take them at the same time. In ASC's survey, a couple of introductory Career Success assignments are included, but they are very basic compared to the content offered in ARTSSCI 1000 and 2000. My goal was for these courses to complement survey content, which based on Mary Ellen's preliminary review, seems to be the case.**
- You mentioned "college needs" below, which raises a question for me, as we are not part of ASC: would these courses be open to University Exploration students? (If so, I would love to direct our students to all of these classes!) **I'm inclined to say yes, considering students from all other colleges can take certain ASC classes, so I'll put that on my list for when we get ready to put these on the schedule, which I'm hoping we can do for Autumn!**
- Any plans to offer these, now or in the future, on the regional campuses? **That wasn't on my radar, but I'd love for that to be an option as well!**

All the best,
Peter

Peter Spreitzer
Director, University Exploration
(He/Him) [What's this?](#)

UEXP Advising Appointment: Call 614-292-0646 or use [OnCourse](#)

From: Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>
Sent: Friday, March 22, 2024 9:43 AM
To: Spreitzer, Peter <spreitzer.6@osu.edu>
Subject: FW: ASC Careers Course Proposal Feedback

Hi again, Peter,

I hope you had a nice spring break! I know it's a busy time of year, so I just wanted to check in and see if you have any feedback that might help me revise these courses as necessary to align with student interest and college needs. If you'd prefer a quick meeting to talk it through, I'm happy to work around your schedule to do that as well.

Thanks for any guidance you can provide,
Tricia

From: Zelaya-Leon, Tricia
Sent: Friday, March 8, 2024 11:09 AM
To: Spreitzer, Peter <spreitzer.6@osu.edu>
Subject: ASC Careers Course Proposal Feedback

Hi, Peter,

My name is Tricia Zelaya-Leon, and I am the Assistant Dean for Career Success. At the suggestion of Bernadette Vankeerbergen, I am reaching out to you for feedback on a series of careers courses I am proposing to the College of Arts and Sciences. Given this proposal contains drafted syllabi for four separate courses, I apologize for the length. I am not anticipating that all four courses will be offered in Autumn, but rather one or two, as a gauge of student interest. I know there are many requests on your time, so I hope you are able to do a cursory review and weigh in specifically on the following:

- For ARTSSCI 1000 and 2000, is there any content that is unintentionally duplicative of Survey or other course content that Exploration oversees?
 - You will note in the syllabi that major exploration is a featured topic. The intention is less for Career Success staff to discuss the curricular components of major exploration/selection, and more to focus on students' decision-making processes: how and why they are considering (or have considered) a certain major, might they consider a double-major/minor/certificate to align with their post-graduate goals, and what are the transferable skills inherent in each major that apply to a wide variety of fields/careers.
 - If there is duplicative content, please let me know and I will adjust accordingly because my goal, per Bernadette, is to receive official concurrence from you (I have already shared these with Mary Ellen Jenkins as well for this purpose).

If you have any questions, or if I can clarify anything further about these courses, please let me know.

Thanks so much for your help and time,
Tricia

[Tricia Zelaya-Leon, PhD](#)

Assistant Dean | **Arts and Sciences** Center for *Career* and Professional Success

The Ohio State University

100 Denney Hall

164 Annie & John Glenn Ave., Columbus, OH 43210

614-247-9947 Office

zelaya-leon.1@osu.edu / <https://asccareersuccess.osu.edu/>

Pronouns: she/her/hers / Honorific: Dr.



From: [Jenkins, Mary Ellen](#)
To: [Zelaya-Leon, Tricia](#)
Subject: Concurrence for ASC Career Success course proposal
Date: Wednesday, April 17, 2024 10:47:32 AM
Attachments: [image001.png](#)

Dear Tricia,

On behalf of ASC Advising (which includes instructors of ARTSSCI 1100, the survey course for new students), I write to indicate our support and concurrence for ASC Career Success's proposal to create four course offerings – ARTSSCI 1200, 2000, 3000, and 4000. We look forward to encouraging our students to enroll in these courses as soon as they are able to be offered.

Best,
Mary Ellen



Mary Ellen Jenkins, J.D.

Assistant Dean and College Secretary

College of Arts and Sciences Advising and Academic Services

151 Denney Hall, 164 Annie & John Glenn Avenue, Columbus, OH 43210

614-292-6961 Office

jenkins.196@osu.edu