

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 1200
Course Title Designing Your Life
Transcript Abbreviation Design Your Life
Course Description Craft your future with Design Thinking! Discover yourself, your goals, and your path. This course will help you think about what you want out of life, based on your interests, strengths, and values. Explore your college purpose, feel confident about your major, and craft a strong preliminary post-graduation plan.
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
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

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

Content Topic List

- Design thinking process
 - Purpose of college
 - Purpose of work
 - Mindmapping
 - Making any major marketable
 - Life design
 - Career readiness
 - Reflection of strengths, values, and characteristics that impact potential career choices
- Yes

Sought Concurrence

Attachments

- RE_ASC Careers Course Proposal Feedback.pdf: Course Proposal Feedback
(Other Supporting Documentation. Owner: Hanlin,Deborah Kay)
- Concurrence for ASC Career Success course proposal.pdf: Concurrence
(Concurrence. Owner: Hanlin,Deborah Kay)
- ASC Career Success Course Offerings Proposal 2024 5.17 (1).pdf: Syllabi 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 02:55 PM)*

COURSE REQUEST
1200 - 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 09:13 PM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2024 10:55 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2024 10:55 PM	College Approval
Revision Requested	Hilty,Michael	05/16/2024 02:55 PM	ASCCAO Approval
Submitted	Hanlin,Deborah Kay	05/31/2024 11:00 AM	Submitted for Approval
Pending Approval	Blackburn,Mollie Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/31/2024 11:00 AM	Unit Approval



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES



**Communities.
Connections.**
asccareersuccess.osu.edu

100 Denney Hall
164 Annie & John Glenn Ave.
Columbus, OH 43210

(614) 292-6961
asccareersuccess.osu.edu

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](#) on Graphic Design. 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>

Deriesowitz, W. (2010). What are you going to do with that? *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/What-Are-You-Going-to-Do-With/124651>

Light, R.J. (2001). Suggestions from students. In *Making the Most of College* (pp.23-44). Cambridge, MA: Harvard University Press.

(<https://www.dropbox.com/s/cevnh1uw6nhznr/Light Making the Most of College%20%281%29.pdf?dl=0>)

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

Learning Outcomes

Upon successful completion of this course, you will:

- Apply design thinking principles and techniques to discover and design your life and your career.
- 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 Colledgeview 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; the Buckeye Advantage; 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.](#)

****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

Upon successful completion of this course, you will have:

- 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.

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		<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>Buckeye Advantage /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; Buckeye Advantage; 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.**](#)

[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	
------------------------	--	---	--

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.

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 • NACE Competencies/Buckeye Advantage 	<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.](#)

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 working directly with industry partners to develop viable solutions to the real challenges

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 Buckeye Advantage/NACE 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	
------------------------	--	---	--

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 NACE Competencies/Buckeye Advantage 	<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-an-interview <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: [Zelaya-Leon, Tricia](#)
To: [Munch, Fabienne](#); [Beecher, Mary](#)
Subject: RE: Concurrence Requested
Date: Tuesday, May 28, 2024 9:51:00 AM
Attachments: [ASC Career Success Course Offerings Proposal 2024.pdf](#)
[image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

Thanks for your thoughts, Fabienne,

I believe Cheryl and Elizabeth would be the ones to share the after-visit report; I'll reach out to them to see when they'll have it available.

As for the graphic design content, OSU has recently subscribed to LinkedIn Learning, so the platform is listed as an option for students to consider once they are in the class; these types of courses are suggested as a supplement to a student's academic experience. The goal is for the student to complete a certificate, course, or other learning experience during their time in our course, so they may not have yet considered enrolling in courses offered in the college; that said, I will certainly add DESIGN 3305 and 5505 to the list of recommended courses for deeper learning related to Design.

Finally, [@Beecher, Mary](#), I have attached our proposal, and would welcome your feedback.

Thanks to you both,
Tricia

From: Munch, Fabienne <munch.31@osu.edu>
Sent: Monday, May 27, 2024 12:04 PM
To: Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>
Cc: Beecher, Mary <beecher.17@osu.edu>
Subject: Re: Concurrence Requested

Hello Tricia,

Thank you for your message, yes it was nice to meet you during the visit. I am looking for an after-visit report. Do you know who and when I can see it?

I am copying our chair of Undergraduate Studies, Mary Anne Beecher, who may have some suggestions.

Couple of comments:

- It is interesting to learn that ARTSSCI 1000 and 2000 teach Life Design. I have never heard about this. If you find the content good for your intent, I concur with your choice.
- This said, I am curious why you would send students to a LinkedIn graphic design

course. I am not sure what your expectation of graphic design content is: is it essentially the basics of typography? Or creating visual content?

I have two courses to suggest:

- For those interested in sharing what is in their mind under another medium than text, I would echo the suggestion from the College to direct students toward DESIGN 3305 Visualization as thinking.
- For those interested in data visualization (a bit more sophisticated) I would suggest the excellent course DESIGN 5505 – Information Design

Happy to chat more if you wish,

Fabienne



THE OHIO STATE UNIVERSITY

Fabienne Münch, PhD

Professor and Department Chair

The Ohio State University

College of Arts and Sciences

Department of Design

100 Hayes Hall

108 North Oval Mall, Columbus, OH 43210

614.247.8943 Office

munch.31@osu.edu

Pronouns: she/her/hers

From: Zelaya-Leon, Tricia <zelaya-leon.1@osu.edu>

Date: Friday, May 17, 2024 at 4:07 PM

To: Munch, Fabienne <munch.31@osu.edu>

Subject: Concurrence Requested

Good morning, Dr. Munch,

How are you? It was really nice to meet you during the Progressive team's visit!

I am writing because I recently submitted a 4-course proposal to the college for a suite of career development courses; attached is our proposal. I have received word from the committee that our proposal has been approved, with the contingency that I reach out to you to **request official concurrence from the Department of Design**. The committee also recommended that we publicize to students in the 3000-level course that there are several classes within the college that may also support their skill development (Design 3305 "Visualization as Thinking" was one such suggestion),

so we will absolutely do that.

I appreciate any comments you have about these courses and welcome your feedback when you have a moment to provide it.

Thanks again,

Tricia



THE OHIO STATE UNIVERSITY

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://ascareersuccess.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