Term Information

Effective Term	Spring 2027
Previous Value	*Summer 2012*

Course Change Information

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

Add a DL section of the course and change course number to Psych 3389

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

To attract students from multiple regional campuses and the Columbus campus. Also, a large portion of this course is experiential (whereby students are

working on their own and exploring their own interests, skills, values, etc.), and a designated in-person class may limit this exploration. While we aim to recruit

students early on in their undergraduate degree, having the course be a 3000-level will attract students at all levels.

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

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

None

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3389
Previous Value	*2389*
Course Title	Career Exploration in Psychology
Transcript Abbreviation	Career Exploration
Course Description	Orients students toward anticipating & locating opportunities for employment & further study in psychology. Enhances students' self-knowledge, specifically about which psychology-related careers might be best suited for them given their strengths, interests, personality, lifestyle, & preferences. Students will learn to write effective résumés, cover letters, CVs, & personal statements.
Previous Value	*Designed for psychology majors to explore career paths of interest, as well as facilitate vocational development and acquisition of career search skills. Credit does not apply to hours in the psychology major.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1100 or 1100H, and enrollment in Psych major.
Previous Value	*Prereq: 1100 (100) or 1100H (100H), and enrollment in Psych major.*
Exclusions	Not open to students with credit for 2389.
Previous Value	Not open to students with credit for 389.
Electronically Enforced	Yes
Previous Value	**No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.0101
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

- Students will be able to recognize and differentiate between the varied career paths they might choose after graduation
- Students will develop self-knowledge about their strengths, skills, interests, values, and emotional regulation that will allow them to be able to choose which of these career paths to prioritize for themselves
- Students will be able to present themselves well and with the relevant experience to potential employers and/or graduate admissions

Previous Value

Content Topic List

- entering the workforce with a bachelor's degree in psychology
- graduate school
- psychology subdisciplines
- career interests
- skills
- values
- internships
- personal statement

Previous Value

- *Careers in Psychology*
- *Informational interviewing*
- *Job interviewing*
- *Resumes & cover letters*
- *Networking*
- *Graduate school*

Sought Concurrence   No

Attachments

- DL Syllabus Template 8-4-25_2_Tylka_3389.docx: Course Change Syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

- Psychology 3389 DL reviewed.pdf: ASC Distance Cover Sheet

  (Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

- PSYCH 2389 SP26.docx: Current Syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

Comments

- Updated to add 100% DL option in "Offering Information" per email w/ A. Paulsen 01-29-2026 RLS *(by Steele,Rachel Lea on 01/30/2026 10:48 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	01/16/2026 01:58 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/16/2026 01:58 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/28/2026 03:00 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/28/2026 03:00 PM	ASCCAO Approval

Syllabus

Psych 3389

Careers in Psychology

Spring 2027

3 Credit Hours

Asynchronous Online

Course overview

Instructor

- Tracy L. Tylka, Ph.D.
- tylka.2@osu.edu
- 740-725-6384
- https://osu.zoom.us/j/7220248946?pwd=bllRZWo5QzdIVjFwc0lvL2tx
  UzR4QT09
- Office Hours: Tuesdays and Thursdays 12:40pm-1:40pm
  - Also by appointment: just let me know if you need to meet!
  - Office hours will be held on:
    https://osu.zoom.us/j/7220248946?pwd=bllRZWo5QzdIVjFwc0lvL
    2txUzR4QT09

Note: My preferred method of contact is email (either tylka.2@osu.edu or through Carmen Canvas email).

Course description

A national survey of psychology department majors published in 2015 in *Teaching of Psychology* found that psychology departments often don't talk about career development with their students.

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What will you do after your bachelor's degree? The time to start thinking about this question is NOW. The opportunities available to you after you graduate will depend on your preparation before you receive your bachelor's degree in psychology.

This course will give you a glimpse of what will await you upon completion of your degree. The intention is to begin getting you oriented toward anticipating and locating opportunities for employment and/or further study in psychology.

So far in your psychology courses, you have been studying the theories and practice of psychology. This course will be more about putting that knowledge to work into your employment or advancing your education. You may know already whether you want to go into the workforce or graduate school, but you may not know how to best prepare. This course will help you decide your direction and how to prepare for this direction.

In addition to learning about careers in psychology, this course will also enhance your self-knowledge, specifically about which careers (in psychology and related to psychology) might be best suited for you given your unique strengths, and where you will feel most productive and contributing to society, experiencing what psychologist Mihaly Csikszentmihalyi refers to as "flow." We will also discuss employment and employer characteristics that suit your unique strengths, personality, lifestyle, and preferences. In essence, you will understand the importance of person x career fit (how to match your interests, skillsets, strengths, and values with the work environment).

You will also begin to work on developing professional credentials. These will take the form of a résumé, cover letter, curriculum vitae (CV), personal statement, and social media presence. We will work on these in workshop-style activities.

Course expected learning outcomes

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

1. Discern between the many psychology subdisciplines and understand which of these subdisciplines would be a good fit for them.
2. Understand graduate school in psychology, including the application process, expectations once in various programs, and career opportunities with a Ph.D.
3. Identify career opportunities with a B.A. or B.S. in psychology
4. Identify their career-related strengths
5. Identify their career-related interests
6. Identify their career-related skills
7. Identify their career-related values
8. Recognize and implement adaptive ways of coping with various psychology-related career demands
9. Identify opportunities for undergraduate psychological research
10. Identify opportunities for undergraduate internships
11. Identify potential companies/employers and graduate schools in your area of interest
12. Construct an effective resume or CV, while understanding the differences between them
13. Write an effective personal statement
14. Generate a "career plan of action" that will serve them pre- and post-graduation

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Each week, I will post a video and/or email with announcements to alert you of important updates, provide additional instruction on the assignments due that week, provide supplemental material, clarify misconceptions made apparent by assignments or quizzes, and answer any questions.

Each week, there will also be a discussion board open that all students can view. I encourage you to post questions as they arise, and I will respond to them. I encourage you to connect with fellow students.

Pace of online activities

This course is structured so that you will have readings, quizzes, videos to watch, and assignments to do each week of the semester, with all activities needing to be completed by 11:59pm on the Friday of the corresponding week. Completed work that is late will result in a 5% deduction each day, with a maximum deduction of 20%.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Participation will be assessed by completing quizzes each week, uploading completed assignments on Carmen, using the relevant sources (e.g., videos, readings) by the due date specified in the syllabus.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

Course communication guidelines

All communication with me and classmates should be respectful. Emails should always begin with "Dr. Tylka" or "Professor Tylka" and complete sentences should be used throughout the email. Specify the class (Psych 3389 or Careers in Psychology) in the body of the email. Sign the email using your full name. Use full sentences with accurate grammar usage in all written assignments and all correspondences.

Citing your sources

Always cite your source(s) of information within each assignment using APA format. An example of a citation in the body of text would be "(Helms & Rogers, 2022)". Then, in the reference section, you would add:

Helms, J. L., & Rogers, D. T. (2022). Majoring in psychology: Achieving your educational and career goals (3rd ed.). John Wiley & Sons, Ltd. ISBN 978-1-119-72382-0

Protecting and saving your work

You are encouraged to compose your work in documents or word processing tools outside of Carmen where you can ensure your work will be saved. This will give you a backup in case you encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity. When completing quizzes, ensure that your device has strong connectivity and battery life.

Course materials and technologies

Textbooks

Required

Helms, J. L., & Rogers, D. T. (2022). Majoring in psychology: Achieving your educational and career goals (3rd ed.). John Wiley & Sons, Ltd. ISBN 978-1-119-72382-0

Other fees or requirements

Quinn, R. E., Dutton, J. E., Spreitzer, G. M., & Roberts, L. M. (2011). Reflected "best self" exercise. Retrieved from University of Michigan, Ross School of Business, Center for Positive Organizations. https://reflectedbestselfexercise.com/products/rbse-in-education [Cost $15]

Strong Interest Inventory: https://theassessmentsite.com/product/the-strong-interest-inventory-istartstrong-report/ [Cost $45]

Career Values Scale: https://creativeorgdesign.com/product/career-values-scale/ [Cost $48]

Course technology

Technology support

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

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

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

Required Equipment

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

Required software

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

Carmen Access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: https://buckeyepass.osu.edu/
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Grading and instructor response

How your grade is calculated

Assignment Category	Points
Introductory Statement	5
Quizzes	125
Reflections	140
Handouts	40
DBT/ACT Skills Activities	20
Resume or Curriculum Vitae	20
Personal Statement	50
Presentation	100
Total	**500**

Description of major course assignments

Introductory Statement

- o Description

  Post a 50–100-word introductory statement about yourself in the Student Introduction discussion board in Canvas in order to

document your attendance the first day of the course. In this statement, you may want to mention any career-related goals, interests, skills, experiences, etc., you have at this point in time.

o   Academic integrity and collaboration guidelines

Students should work independently of the Internet, AI, and/or other students, as this assignment is about YOU.

Quizzes

o   Description

There will be 25 brief 5-point quizzes spread throughout the course to gauge your reading, watching recorded videos of me interviewing professionals, and overall understanding of the material. Each quiz is posted on Carmen. These quizzes will aid in your learning about the psychology subdisciplines. They are not timed. You can complete a quiz only once. Ensure you have adequate Internet connectivity and battery life.

o   Academic integrity and collaboration guidelines

Use of the book and notes is acceptable during the quizzes. Students should work independently of the Internet, AI, and/or other students.

Reflections

o   Description

You will complete 7 reflections throughout the semester. Each reflection is worth 20 points. Reflections should be at least 1-page single-spaced, or 2-pages double-spaced. You can find prompts for each reflection on Carmen. Upload your completed reflections on Carmen. These reflections are meant to facilitate your decision whether to enter into a psychology career with a B.A. or to pursue an advanced degree. They will also help you understand your

strengths, career interests, values, and skills. The 7 reflections are:

a. **Subdiscipline reflection:** Which subdiscipline within psychology fits you best. How does it fit? How do others not fit as well?

b. **Graduate school reflection:** Is graduate school a potential path for you? Why or why not? Does it have a place within your career?

c. **Entering workforce reflection:** Is entering the workforce after you graduate with a bachelor's degree the best path for you? Why or why not? What areas of the workforce will you target? If your plan to go to graduate school doesn't work out, what areas of the workforce will you target?

d. "**Best self" reflection**: Complete the "best self" exercise and reflect on what you learned about yourself and how it may relate to your future career.

e. **Strong Interest Inventory reflection:** Complete the Strong Interest Inventory and reflect on what you learned about your career interests and how they may relate to your career path in psychology.

f. **Career Values Scale reflection:** Complete the Career Values Scale and reflect on what you learned about your career values and how they may relate to your career path in psychology.

g. **Career skills reflection:** Reflect on what you perceive as your career-related skills (strengths and limitations) and how they may relate to your career path in psychology.

o   Academic integrity and collaboration guidelines

Use of the book, notes, scale interpretative feedback (as applicable) and general Internet searches are acceptable when constructing these reflections. I will grade them on their

thoughtfulness and applicability to the course material and your career goals. Therefore, students should not use AI and work independently from other students.

Handouts

- o   Description

You will complete 4 handouts throughout the semester. Each handout is worth 10 points. You can find the handout on Carmen. Download, complete, and upload your completed handout on Carmen. These handouts are designed to get you thinking about specific research, internship, and employer/graduate school opportunities. The 4 reflections are:

a. Desired Psychological Research Lab handout

b. Desired Internship handout

c. Ranking of employers or graduate schools handout

d. Reviewing another student's presentation handout

- o   Academic integrity and collaboration guidelines

Use of the book, notes, and general Internet searches are acceptable when completing handouts. I will grade them on their completeness and demonstration that you "researched" the particular topic (e.g., looked at specific graduate programs, researched specific research opportunities offered by the Department, researched potential internships in the community, etc.). Therefore, students should not use AI and work independently from other students.

DBT/ACT Skills Activities

- o   Description

You will complete 2 skills activity sheets. Each skills activity is worth 10 points. You can find these activities on Carmen.

Download, complete, and upload your completed skills activities on Carmen. These activities are designed to help you develop, hone, and practice skills to cope with various career demands.

- Academic integrity and collaboration guidelines

Use of notes and general Internet searches are acceptable when completing skills activities. I will grade them on their completeness and demonstration that you understand and practiced the skills. Students should not use AI and work independently from other students.

Résumé or Curriculum Vitae

- Description

You will construct either a résumé or CV that aligns with your goals (workforce vs graduate school). Submit your résumé or CV on Carmen.

- Academic integrity and collaboration guidelines

Students can use AI to help with the basic construction of their résumé or CV. Students can use any materials to construct their résumé or CV as long as it is tailored to their experiences, and obtaining feedback prior to submission is encouraged.

Personal Statement

- Description

You will construct a personal statement that aligns with your goals (workforce vs graduate school). Submit the personal statement on Carmen.

- Academic integrity and collaboration guidelines

Students can use AI to help with the basic construction of their personal statement. Students can use any materials to construct their personal statement as long as the result is tailored to their

experiences, and obtaining feedback prior to submission is encouraged.

Presentation

- o Description

You will practice your integrational and presentation skills by submitting a 10-minute recorded presentation whereby you'll review your chosen psychology-related subdiscipline and the pathways to get to a position within this discipline. You'll show how your interests, skills, and values will be reflected within this subdiscipline. You will articulate a plan for how to enter into this profession, aspects of the work environment you'll look for, etc., articulating goals for yourself along the way. Submit the presentation on Carmen.

- o Academic integrity and collaboration guidelines

Students can use AI to help generate their presentation. Students can use any materials to construct their presentation as long as the result authentically represents their experiences, and obtaining feedback prior to submission is encouraged.

Late assignments

Assignments are considered to be late if they are turned in after 11:59pm on the Friday of the week they are due. Students can still complete and submit late assignments and are encouraged to do so. However, there will be a 5% penalty for each day the assignment is late, with the maximum penalty being 20%. Therefore, if you complete a handout a week after it was due, the highest grade you can receive is an 80%.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+

- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

I will grade each assignment within a week.

Preferred contact method: tylka.2@osu.edu

I will reply to emails within 24 hours on weekdays and 48 hours on weekends.

Academic policies

Academic integrity policy

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

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

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

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

Copyright for instructional materials

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

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic

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programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be

assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu 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.

Accessibility accommodations for students with disabilities

Requesting accommodations

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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 Civil Rights Compliance: https://civilrights.osu.edu/

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

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

Week	Date Due	Topics/Readings/Assignments	Assessments Due
1	1/15/2027	Review introductory module and video reviewing the syllabus (Quiz 1) Read Chapter 1: Why Major in Psychology? (Quiz 2)	Submit introductory statement Take Quizzes 1 and 2
2	1/22/2027	Read Chapter 2: Succeeding in College (Quiz 3) Read Chapter 3: Succeeding in the Psychology Major (Quiz 4)	Take Quizzes 3 and 4 Submit "Best Self" Reflection

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Week	Date Due	Topics/Readings/Assignments	Assessments Due
		Complete "Best Self" Exercise	
3	1/29/2027	Read Chapter 4: Assessing and Developing Career Goals (Quiz 5) Read Chapter 5: Using Your Bachelor's Degree: Preparing for the Job Market (Quiz 6)	Take Quizzes 5 and 6 Submit Entering Workforce Reflection Complete Strong Interest Inventory and submit Strong Interest Inventory Reflection
4	2/5/2027	Read Chapter 6: The Preprofessional Degree and Preparing for Graduate School (Quiz 7) Read Chapter 7: Applying to Graduate School (Quiz 8) Watch video on Graduate School from OSU Academic Advising	Complete Quizzes 7 and 8 Submit Graduate School Reflection

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Week	Date Due	Topics/Readings/Assignments	Assessments Due
5	2/12/2027	Read Chapter 8: Careers in Research (Quiz 9) Read Chapter 9: Careers in Industrial Organizational (IO) Psychology (Quiz 10) Watch interview with IO psychologist (Quiz 11)	Complete Quizzes 9, 10, and 11
6	2/19/2027	Read Chapter 10: Careers in Clinical and Counseling Psychology (Quiz 12) Watch interview with Clinical and Counseling professional (Quiz 13) Complete Career Values Scale	Complete Quizzes 12 and 13 Submit Career Values Scale Refection
7	2/26/2027	Read Chapter 11: Careers in Educational and School Psychology (Quiz 14) Watch interview with an educational/school psychologist (Quiz 15) Read Chapter 12: Careers in Sport, Exercise, and Performance Psychology (Quiz 16)	Complete Quizzes 14, 15, 16, and 17

Week	Date Due	Topics/Readings/Assignments	Assessments Due
		Watch interview with a sports psychologist (Quiz 17)	
8	3/2/2027	Read Chapter 13: Careers in Health Psychology (Quiz 18) Watch interview with a health psychologist (Quiz 19) Read Chapter 14: Careers in Neuropsychology (Quiz 20) Watch interview with a neuropsychologist (Quiz 21)	Complete Quizzes 18, 19, 20, and 21
9	3/9/2027	Read Chapter 15: Careers in Forensic Psychology (Quiz 22) Watch interview with a forensic psychologist (Quiz 23)	Complete Quizzes 22 and 23 Submit Career Skills Reflection

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Week	Date Due	Topics/Readings/Assignments	Assessments Due
10	3/16/2027	Spring Break!	Spring Break!
11	3/23/2027	Read Chapter 16: Careers in Academe (Quiz 24) Read Chapter 17: Assessing the Career Outlook for the Psychology Major (Quiz 25)	Complete Quizzes 24 and 25 Submit Subdiscipline Reflection
12	3/30/2027	Watch video on DBT and ACT skills Choose two of the DBT/ACT activities and submit	Submit Desired Psychological Research Lab handout Submit Desired Internship handout Submit DBT/ACT activities
13	4/2/2027	Watch video on constructing a résumé/Curriculum Vitae (CV) and cultivating a social media presence	Submit Ranking of Employers OR Graduate Schools handout Submit résumé (if entering workforce)

Week	Date Due	Topics/Readings/Assignments	Assessments Due
			or CV (if planning to attend graduate school)
14	4/9/2027	Watch video on constructing a personal statement	Submit Personal Statement
15	4/16/2027	Work on presentation	Submit PowerPoint Presentation
Finals	4/23/2027	Review another student's presentation	Submit Reviewing Another Student's Presentation handout

Spring 2026

PSYCH 2389: Career Exploration in Psychology (3 Credit Hours)

Wed. 3:00 pm-5:45 pm

In person and online

Instructor: Vladimir Sloutsky (Sloutsky.1@1osu.edu)

Course Description

This course will give you a glimpse of what will await you upon completion of your degree and how to get yourself ready for graduate school. The intent of the class is to help students formulate their career, goals, gain experience geared for these goals, select a set of potential graduate schools, and develop a potential application. The course will be more geared towards students interested in pursuing a PhD degree in Psychology.

Expected Learning Outcomes

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

1. Understand graduate school in psychology, including the application process, expectations once in various programs, and career opportunities with a Ph.D.

2. Identify their career-related strengths

3. Identify their career-related interests

4. Identify their career-related skills

5. Identify their career-related values

6. Construct an effective resume or CV, while understanding the differences between them

7. Write an effective personal statement

8. Put together a compelling application

9. Understand the interview process

Assignments

1. Read assigned articles
2. Write, submit, and revise applications materials
3. Participate in related discussions
4. Present application

5. Participate in a mock interview

Topical Outline

Jan 14 (In person)	Introduction to the class. Setting goals and getting education and experiences you need. Personal statement basics. Exploration vs. Exploitation in the undergraduate career. What faculty reviewers look for in competitive applications?
Jan 21	Submit a reflection/discussion of the Explore/Exploit paper
Jan 28	Submit a draft personal *description*
Feb 4 (In person)	Personal description discussion. Formulating your goals and getting experience serving your goals.
Feb 11	Draft of full personal statement that includes your goals.
Feb 18	Final version of personal statement
Feb 25 (in person)	Discussion of personal statements. Identifying potential advisors. What to look for? Draft email to potential advisors.
March 4	Feeback on email to potential advisors
March 11 (In person)	Discussion of emails to potential advisors. How to make your application to stand out? Developing a resume/CV
Spring Break	Work on a presentation, reflecting your application.
March 25	Upload Resume/CV along with personal statement
April 1 (in person)	Discussion of resume/CV. How to prepare for an interview
April 8 (in person)	Presentation of your application.
April 15 (in person)	Mock interview
April 22	Submit your revised applications materials

Readings

Hills, T. T., Todd, P. M., Lazer, D., Redish, A. D., Couzin, I. D. & and the Cognitive Search Research Group. (2015). Exploration versus exploitation in space, mind, and society. *Trends in Cognitive Sciences*, *19*, 46–54. https://doi.org/10.1016/j.tics.2014.10.004

Ciarocco, N. J. (2018). Traditional and new approaches to career preparation through coursework. *Teaching of Psychology*, *45*, 32-40.

Michel, R. S., Belur, V., Naemi, B., & Kell, H. J. (2019). Graduate admissions practices: A targeted review of the literature. *ETS Research Report Series*, *2019*, 1-18.

Woo, S. E., LeBreton, J. M., Keith, M. G., & Tay, L. (2023). Bias, fairness, and validity in graduate-school admissions: A psychometric perspective. *Perspectives on Psychological Science*, *18*, 3-31.

The class will be taught in accordance with the University policies pertaining to *Academic Misconduct*, *AI and Academic Integrity*, *Religious Accommodations*, *Intellectual Diversity*, and *Discrimination Free Environment*. For details see: https://ugeducation.osu.edu/academics/syllabus-policies-statements/standard-syllabus-statements

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

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

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

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

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

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

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Delivery Well-Suited to DL/DH Environment

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

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

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

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

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

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students.*

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

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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

Community Building

For more information: Student Interaction Online.

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

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

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

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

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Syllabus and cover sheet reviewed by _Bob Mick_ on _12/4/25_

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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Attachment from ODE/Bob Mick

Psychology 3389 – Careers in Psychology

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:
- Direct instruction (at least 10 recorded videos, weekly announcements either video or email)
- Instructor assessing and providing weekly feedback on student's course work and assignments
- Facilitating group discussion (required introduction by all students in discussion board, instructor monitored discussion board posts and students are encouraged to interreact with each other)
- Instructor providing opportunities to ask questions on content of course through email and live office hours

2. How this Online Course Works
This section provides direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

4. Credit hours and work expectations
The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

5. Description of Major Assignments
All major assignments are clearly explained.