

# MHS 2330: Career Planning - STEM Explorations COURSE SYLLABUS

**Term: Fall 2023, Credit Hrs: 3**

## Meeting Days:

**Lecture – Mondays 4:30 - 5:50pm (HS1 0112)**

**Lab – Wednesdays 4:30 - 5:50pm (see section locations below)**

<b>Instructor:</b>	<b>Madhvi Acharya:</b> <a href="mailto:Madhvi.Acharya@ucf.edu">Madhvi.Acharya@ucf.edu</a> <ul style="list-style-type: none"><li>Office Hrs.: (Sec 302) - By appointment</li></ul>
<b>Graduate Teaching Assistants (GTAs):</b>	<b>Jordan Villalobos:</b> <a href="mailto:jo326089@ucf.edu">jo326089@ucf.edu</a> <ul style="list-style-type: none"><li>Office Hrs.: (Sec 301) M &amp; W (6p.m – 7p.m), Tu (5p.m – 6p.m), Th &amp; F (4p.m – 5p.m) &amp; by appt.</li></ul> <b>Steven Freeman</b> <a href="mailto:Steven.Freeman@ucf.edu">Steven.Freeman@ucf.edu</a> <ul style="list-style-type: none"><li>Office Hrs.: (Sec 303) M &amp; W (12p.m – 4p.m), Tu (1p.m – 4p.m) &amp; by appt.</li></ul>

### LECTURE - All Sections:

- **Mondays 4:30 p.m. - 5:50 p.m. in Health Sciences 1 (HS1) Room: 0112**

### DISCUSSION/LAB:

- **Wednesdays 4:30 p.m. - 5:50 p.m. in Nicholson School of Communication (NSC)**
  - **Section 301** - Room: NSC 0114 - **Jordan Villalobos**
  - **Section 302** - Room: NSC 0115 - **Madhvi Acharya**
  - **Section 303** - Room: NSC 0116 - **Steven Freeman**

### WELCOME

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I hope that this course will assist you in developing your own career and life goals. In order for this course to be useful to you and for you to be successful in it, you should carefully read this syllabus and adhere to the policies and procedures outlined. If we all practice the core values of the [UCF Creed](#): integrity, scholarship, community, creativity, and excellence, I anticipate a fun, productive, and positive experience for everyone!

### **University Course Catalog Description**

An introduction to career and life planning theories and concepts that assists students in applying these to their own lives.

### COURSE OVERVIEW

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The course is designed for undergraduate students with an interest in STEM (science, technology, engineering, and math), who desire to learn theories and concepts in career and life planning and apply them to their own lives. Research has demonstrated that students who are more crystallized in their career path are more focused in their academic endeavors. While learning career and life planning concepts and theories, students will participate in experiential activities to assist them in their own career planning. The class will involve readings, experiential exercises/activities, small group discussion, and written exercises.

## MHS 2330: Career Planning - STEM Explorations COURSE SYLLABUS

### COURSE OBJECTIVES

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- Students will participate in learning-centered activities and experiences to become familiar with career development theories and apply them to their own career and life planning.
- Students will participate in learning-centered activities and experiences to become familiar with the career decision-making process, including the role of self-concept, and apply them to their own career and life planning.
- Students will assess their own interests, values, strengths, and weaknesses pertaining to life and career planning in STEM.
- Students will explore STEM majors and careers related to their personal characteristics.
- Students will demonstrate effective career management and job seeking skills.
- Students will participate in experiential and learning activities toward narrowing down career interests in Life Sciences, Physical and Natural Sciences, and Engineering to a few options for further investigation.
- Students will be able to explain why career decision-making is a lifelong process.

### REQUIRED TEXT

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\*Sukiennik, D, Bendat, W, & Raufman, L. (2010). The Career Fitness Program: Exercising Your Options (11<sup>th</sup> Ed). Upper Saddle River, NJ: Pearson Prentice Hall.

### ASSESSMENTS/ASSIGNMENTS

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Basis for Final Grade	
Assessments/Assignments	Points
1. Attendance a. Class attendance & participation (100 points) b. Mentor contact (100 points) c. Lab visits (45)	245
2. Syllabus Quiz (This quiz grade cannot be dropped as your lowest quiz grade.)	5
3. Quizzes on Readings (10 points x 8 quizzes)	80
4. Reaction Papers a. Reaction Paper 1 (10 points) b. Reaction Paper 2 (10 points) c. Reaction Paper 3 (10 points) d. Reaction Paper 4 (10 points)	40
5. <b>Focus 2 Career Assessments</b> a. Work Interest Assessment (10 points) b. Values Assessment (10 points) c. Skills Assessment (10 points)	30
6. HumanMetrics Personality: Jung Typology Test and 16 Personalities Assessment (15 points)	15

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7. Career Development Inventory a. Pre-test (15 points) b. Post-test (15 points)	30
8. Career Maturity Inventory a. Pre-test (15 points) b. Post-test (15 points)	30
9. Career Thoughts Inventory (CTI)	15
10. Major Decision-Making Paper	90
11. Poster Presentation	50
12. Information Interview	50
13. Resume/Cover Letter Preparation	60
14. Career Action Plan	60
<b>TOTAL</b>	<b>800</b>

### GRADING

Grading will be based on a +/- system using the above 800-point value system:

Percentage	Letter Grade	Points
94.0 - 100.00	A	752-800
90.0 - 93.99	A-	720-751
87.0 - 89.99	B+	696-719
84.0 - 86.99	B	672-695
80.0 - 83.99	B-	640-671
77.0 - 79.99	C+	616-639
74.0 - 76.99	C	592-615
70.0 - 73.99	C-	560-591
67.0 - 69.99	D+	536-559
64.0 - 66.99	D	512-535
61.0 - 63.99	D-	488-511
0.00 - 60.99	F	0-487

- **Attendance & Participation Policy (100 Points):**

- For attendance during lecture and discussion sessions, [UCF Here](#) App will be used.
  - Use the following link for [UCF Here Student Guide](#) and follow the steps to download the UCF Here App: [https://ucf.service-now.com/ucfit?id=kb\\_article&sysparm\\_article=KB0013581&sys\\_kb\\_id=a73530b44784f9d0c7a0a714846d4329&spa=1](https://ucf.service-now.com/ucfit?id=kb_article&sysparm_article=KB0013581&sys_kb_id=a73530b44784f9d0c7a0a714846d4329&spa=1)
- Due to the interactive and experiential nature of the course (in-class activities, discussions, and lectures), we require students to regularly attend class. **Students are allowed one unexcused absence. Any subsequent unexcused absence will result in a 10-point deduction from their attendance grade.**

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- **Excused absences only include illness with a physician's note (i.e. the Student Health Center) or death of an immediate family member.**
- Students who attend all classes will receive an additional 10 bonus points.
- ***Students will only receive credit for being present if they are present for the entire class (i.e. you cannot leave early and earn full credit for attendance).***
- ***If you attend class but don't turn in an ungraded in-class assignment, you will lose points from your Attendance/Participation grade.***
  
- **Lab Visits (45 points):**
  - During the second phase of the class, students will participate in 3 lab visits to UCF STEM research labs hosted by COMPASS faculty and their research assistants. Each lab visit will be worth 15 points. Sign-up for these labs will take place during class. NOTE: If COMPASS faculty cannot facilitate the 3 lab visits, lab visits will be supplemented with a relevant TED Talk/s or Virtual Lab Visits.
  
- **Mentor Contact (100 points):**
  - All COMPASS students will be assigned a mentor who will contact them periodically to check in, to invite students to COMPASS events, and/or to host mentorships meetings. Students are responsible for attending **2 structured meetings** (worth 30 pts each) with mentors and participating in **2 group activities** (20 pts each) (opportunities for group activities include mentor kick-off party, and other small group activities that your mentors will plan).
  
- **Syllabus Quiz (5 points)**
  - Students should complete this quiz on webcourses by the end of the first week of class. This quiz is designed to ensure that students have familiarized themselves with the syllabus, which contains the answer to most logistical questions that may arise this semester. This assignment fulfills a University requirement related to financial aid (see section *Financial Aid Verification* for more details). Not completing this quiz may jeopardize your financial aid per the University's new policy. As such, your grade on this quiz cannot be dropped as your lowest quiz grade.
  
- **Quizzes on Readings (80 points)**
  - Students will complete 9 quizzes during the semester based on the readings from the textbook. Quizzes will consist of a total of ten questions (multiple choice, fill in the blank, true/false). The quizzes will be taken on webcourses outside of class and must be taken during the specified window (see calendar below for dates and reading assignments). The lowest quiz grade will be dropped at the end of the semester.
  
- **Reflection Papers (40 points)**
  - Students will complete four reflection papers for each of the following guest lecture sets: Life Sciences, Engineering (Civil, Industrial, Environmental), Engineering (Electrical, Computer, Mechanical) and Physical & Natural Sciences. Students will complete a two-page reaction paper (12 pt font, Times New Roman, 1" margins, double spaced) for the presentations given those weeks. Students will also incorporate information found on O\*NET into these papers.

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- **Assessments (120 points)**
  - **Career Development Inventory (30 points)** The Career Development Inventory (CDI), created by Albert Thompson, Richard Lindeman, Donald Super, Jean Pierre Jordaan, and Roger Myers, can be used *before* administering an interest inventory to measure an individual's readiness to make vocational choices, or with an interest inventory to determine how best to interpret the interest inventory results. See Webcourses for further instructions.
  - **Career Maturity Inventory (30 points)** The CMI is a helpful way for students to gain personal insight into the process of and readiness for making career choices. The CMI includes a series of 24 questions and is most often recommended to students enrolled in the First Year Experience course or Career Planning course. See Webcourses.
  - **Focus 2 Career Assessment (30 points)** Students will access the Focus 2 Career assessments through the UCF Career Services website and complete the Work Interest Assessment, Values Assessment, Skills Assessment. See Webcourses for further instructions.
  - **HumanMetrics Personality: Jung Typology Test and 16 Personalities Assessment (15 points)** Students will complete a personality assessment online through 16personalities.com website. See Webcourses for further instructions.
  - **Career Thoughts Inventory (CTI) (15 points)** CTI is a theory-based assessment and intervention resource intended to improve the quality of career decisions. Students will be provided a copy of the Career Thoughts Inventory (CTI) during class.
- **PowerPoint Presentation (50 points)**
  - The PowerPoint presentations will be visual representations of the Major Decision-Making research paper. Students may follow the outline of the major/career research paper to complete their presentation. Students are encouraged to be creative with their presentation, which will be presented in class during group presentations. More details will be provided in class.
- **Information Interview (50 points)**
  - The information interview is a technique used to explore and research occupations and organizations. It involves talking to people who are in an occupation you are considering to learn more about it, or it might be used to network and research a potential employer. Please take note that COMPASS mentors, COMPASS faculty, Excel faculty, and class guests are OFF LIMITS. Students may not interview family members. See Webcourses for further instructions.
- **Resume/Cover Letter Preparation (60 points)**
  - Students will create a resume and cover letter that will be critiqued by an instructor or designee. See this website for help with completing the assignment: <https://career.ucf.edu/resumes/>
- **Career Action Plan (60 points)**
  - Students will complete an action plan and decide on three goals they want to accomplish before graduation that will enhance future career goals. Students will discuss specific actions they will take to achieve those goals and will include a timeline. See Webcourses for further instructions.
- **Major Decision-Making Paper (90 points)**
  - Students will complete a research paper that discusses the results of the assessments, major options, and career options. See Webcourses for further instructions.

## MHS 2330: Career Planning - STEM Explorations COURSE SYLLABUS

### GRADE DISSEMINATION

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Graded quizzes and materials in this course will be returned individually via webcourses. **Financial Aid Verification** As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 25. Failure to do so will result in a delay in the disbursement of your financial aid. The activity you will need to complete to meet this requirement is the Syllabus Quiz on webcourses.

### COURSE POLICIES

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- **Late Work Policy:**
  - There are no make-ups for in-class assignments or online quizzes without official documentation. Assignments turned in late (after the end of class on day the assignment is due) will be assessed a penalty: late assignments will be accepted with a 50% grading penalty. If you know in advance you will be absent on the day an assignment is due, it is your responsibility to turn the assignment in early or make arrangements with the course instructor.
  
- **Essay Writing Policy:**
  - Written assignments will be typed and double-spaced. Margins should be set at **1 inch** on all sides. Fonts should be **12-point** in a standard typeface such as **Times New Roman**. A title should appear on the first page or on a cover page (your choice) along with your name, the class number (MHS2330) and the date. College level writing contains complete sentences, correct spelling, and proper grammar. I encourage you to visit the [University Writing Center](#) for help with this.
  - Spell check is useful but it does not identify incorrect words (there for their; to for too; hat for what, etc.). Proofreading aloud may help you catch your own mistakes. You may also want to have a proofreading partner to check each other's work.
  
- **Professionalism Policy:**
  - Academic decorum will be shown through respectful and civil behavior at all times. This includes but is not limited to arriving on time and being prepared for class, showing respect in words and actions, and participating in discussions. If issues arise, the Office of Student Conduct will be consulted (see [The Golden Rule](#) for specific behaviors considered violations).
  
- **Academic Conduct Policy:**
  - Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a ["Z Designation"](#) on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

## **MHS 2330: Career Planning - STEM Explorations**

### **COURSE SYLLABUS**

- **Accommodating Students with Special Learning Needs:**
  - The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience (before the 3rd class).
  
- **Inclement Weather Policy:**
  - In the event of inclement weather, class will be cancelled **ONLY** if UCF closes. Thus, use your own discretion when deciding not to attend classes throughout the semester when inclement weather is not an issue. Classes cancelled due to UCF closing for inclement weather will be made-up at the end of the semester on designated days.
  
- **Disclaimer:**
  - Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between the University of Central Florida and any student. The instructor reserves the right, acting within the policies and procedures of UCF, to make changes in course content or instructional techniques without notice or obligation.
  
- **Course Policies: Technology and Media Email:**
  - In this class our official mode of communication is through UCF email or webcourses. All communication between student and instructor/ GTA and between student and student should be respectful and professional. Your UCF designated e-mail is the only official student email at UCF. Class rosters list UCF email addresses rather than external email addresses, and all official class communications will be sent only to the UCF email addresses. Students are responsible for checking their UCF email accounts regularly.
  
- **Personal Technology Devices:**
  - Per university policy and classroom etiquette, cellphones and other devices must be silenced during class. Laptops, tablets, or iPads may be used for note-taking and participation during virtual lectures and lab classes, but students should refrain from surfing the Internet, shopping online, playing on social media, etc. Those not heeding this policy may be asked to leave the class session immediately so as to not disrupt the learning environment. Be respectful.
  
- **In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or UCF email for any alterations to this course.
  
- **Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## **MHS 2330: Career Planning - STEM Explorations**

### **COURSE SYLLABUS**

#### **IMPORTANT DATES TO REMEMBER**

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- Last Day to Drop Classes: Friday, August 25, 2023 (11:59 p.m.)
- Labor Day Holiday: Monday, September 4, 2023
- Withdrawal Deadline: Friday, October 27, 2023 (11:59 p.m.)
- Grade Forgiveness Deadline: Saturday, December 2, 2023 (11:59 p.m.)
- Veterans Day: Friday, November 10, 2023
- Thanksgiving Holiday: Thursday, November 23, 2023 - Saturday, November 25, 2023
  - No class on Wednesday, November 22, 2023
- Last day of classes: Saturday, December 2, 2023
- Final Exam Period: *This course has no final exam.*



## MHS 2330: Career Planning - STEM Explorations COURSE SYLLABUS

<b>COURSE CALENDAR</b>			
Class Day	Topics/ Class Plans	Readings/Quizzes - done before class	Assignments Due
<b>WHO AM I? PERSONAL ASSESSMENT</b>			
<b>WEEK 1</b>			
<b>M 8/21 Lecture</b>	<b>Welcome, Introductions, Group Activity, COMPASS responsibilities</b> <b>Discuss Syllabus and activities</b>		-Complete <b>Syllabus Quiz</b> on Webcourses as soon as possible! <b>(Due August 25)</b>
<b>W 8/23 Discussion</b>	<b>Career Assessment Overview:</b> (a) Review and discuss Career Development Inventory (CDI) (b) Career Maturity Inventory (CMI)		-Complete <b>Career Development Inventory (online)</b> AND <b>Career Maturity Inventory (pdf form in Webcourses)</b> <b>(Due Aug 23)</b> <b>Bring results to class and upload in Webcourses</b>
<b>WEEK 2</b>			
<b>M 8/28 Lecture</b>	<b>Testing Your Career Savvy – Focus 2 Career Assessment: Guest Speaker from Career Services</b> (a) Building Your Career Success: Discover Your Personal Power Understand the importance of Self-Assessment (b) Introduction to Holland’s RIASEC		
<b>W 8/30 Discussion</b>	<b>Focus 2 Career Assessment</b> (a) Discuss <b>Focus 2 Career</b> results (b) Holland’s RIASEC	<b>Chapter 1 Quiz</b> <i>Opens: 8/25@12:00 am</i> <i>Closes: 8/30@11:59 pm</i>	-Complete <b>Focus 2 Career Assessments</b> a. Work Interest Assessment b. Values Assessment c. Skills Assessment <b>Bring results to class and upload in Webcourses</b>
<b>WEEK 3</b>			
<b>M 9/04 Lecture</b>	<b>***LABOR DAY - NO CLASS***</b>		
<b>W 9/6 Discussion</b>	<b>Identifying specific components of STEM career profiles</b> Developing a successful STEM Career Plan -- <b>Motivated Skills Card Sort Activity</b>	<b>Chapter 2 Quiz</b> <i>Opens: 9/01@12:00 am</i> <i>Closes: 9/06 @11:59 pm</i>	

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WEEK 4			
<b>M 9/11 Lecture</b>	<b>Resume Techniques Class 1</b>		
<b>W 9/13 Discussion</b>	Resume Techniques Class 2, <b>have your resume ready to share</b> in small groups – direct feedback in class		-Bring printed resume (or on laptop) to share in class. It must also be uploaded in Webcourses under Resume Draft Assignment by Friday September 15 <sup>th</sup> .
WEEK 5			
<b>M 9/18 Lecture</b>	<b>Confirming Core Values: Strengthen Your Balance</b> Define and clarify values in career planning and decisions		
<b>W 9/20 Discussion</b>	<b>Confirming Core Values: Strengthen Your Balance (Cont.)</b>  Exploration of values associated with STEM career: -- <a href="#">Career Values Card Sort Activity</a>	<b>Chapter 3 Quiz</b> <i>Opens: 9/15 @12:00 am</i> <i>Closes: 9/20 @11:59 pm</i>	
WEEK 6			
<b>M 9/25 Lecture</b>	<b>Assessing Your Personality and Interests: Express Your Real Self</b> <b>Personality Type and STEM Careers:</b> (a) HumanMetrics Jung Typology Test (JTT) discussion of results (b) Identify careers associated with your Jung Typology Test (JTT) (c) Holland’s RIASEC Model		
<b>W 9/27 Discussion</b>	<b>Synthesizing personal assessments:</b> Who am I? Integrating Career Maturity Inventory (CMI), Career Development Inventory (CDI), Jung Typology Test (JTT) and Focus 2 Career	<b>Chapter 4&amp;5 Quiz</b> <i>Opens: 9/22@12:00 am</i> <i>Closes: 9/27@ 11:59 pm</i>	-Complete <a href="#">HumanMetrics Jung Typology Test</a> AND <a href="#">16 Personalities Assessment</a> online; bring results to class and upload in Webcourses
<b>WHERE AM I GOING? THE WORLD OF WORK IN STEM</b>			
WEEK 7			
<b>M 10/02 Lecture</b>	<b>Guest Lectures (Life Sciences)</b>		

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<b>W 10/04</b> <b>Discussion</b>	<b>Are Life Sciences for Me?</b> Life Science class discussion <b>Examining the World of Work: Broaden Your Outlook</b>	<b>Chapter 6 Quiz</b> <i>Opens: 9/29 @ 12:00am</i> <i>Closes:10/4 @ 11:59pm</i>	Reflection Paper 1 – Submit in Webcourses
<b>WEEK 8</b>			
<b>M 10/09</b> <b>Lecture</b>	<b>Guest Lectures (Engineering - Civil, Industrial, Environmental)</b>		
<b>W 10/11</b> <b>Discussion</b>	<b>Is Civil, Industrial or Environmental Engineering for me?</b> Engineering Class Discussion  <b>Exploring Career Information: Expand Your Horizons</b>	<b>Chapter 7 Quiz</b> <i>Opens:10/06 @ 12:00am</i> <i>Closes:10/11 @ 11:59 pm</i>	Reflection Paper 2 – Submit in Webcourses
<b>WEEK 9</b>			
<b>M 10/16</b> <b>Lecture</b>	<b>Guest Lectures (Engineering - Electrical, Computer, Mechanical)</b>		
<b>W 10/18</b> <b>Discussion</b>	<b>Is Electrical, Computer or Mechanical Engineering for me?</b> Engineering class discussion	<b>Chapter 8 Quiz</b> <i>Opens:10/13 @ 12:00 am</i> <i>Closes:10/18 @ 11:59 pm</i>	Reflection Paper 3– Submit in Webcourses
<b>WEEK 10</b>			
<b>M 10/23</b> <b>Lecture</b>	<b>Guest Lectures (Physical/Natural Sciences)</b>		
<b>W 10/25</b> <b>Discussion</b>	<b>Are Physical and Natural Sciences for me?</b> Physical and Natural Sciences Class Discussion  <b>Developing Your Decision Making: Strategize Your Game Plan</b>		Reflection Paper 4 – Submit in Webcourses
<b>HOW DO I GET THERE? EXPERIENTIAL LEARNING AND STEM MAJOR IDENTIFICATION</b>			
<b>WEEK 11</b>			
<b>M 10/30</b> <b>Lecture</b>	<b>Experience/Qualifications vs Goals</b> Cover Letter Techniques and Professional Writing 1 Synthesizing the STEM World of Work General disciplines		

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<b>W 11/01 Discussion</b>	<b>Discuss Resume/Cover Letter</b>  Building / Strengthening yourself as a job candidate  Cover Letter Techniques and Professional Writing 2, Interview Techniques 1	<b>Chapter 10 Quiz</b> <i>Opens: 10/27 @ 12:00 am</i> <i>Closes: 11/01 @ 11:59 pm</i>	<b>Second Draft Resume/Cover Letter Electronic copy to be uploaded in Webcourses by 4:30pm</b>
<b>WEEK 12</b>			
<b>M 11/06 Lecture</b>	<b>Interview Techniques 2, Interview Technique activity</b>		
<b>W 11/08 Discussion</b>	<b>***HANDSHAKE ***</b> Overview/students can start building their HS profiles and reviewing positions	<b>Chapter 11 Quiz</b> <i>Opens: 11/03 @ 12:00 am</i> <i>Closes: 11/08 @ 11:59 pm</i>	Reminder to work on updating Resume/Cover Letter, Big Interview/LinkedIn  <b>Informational Interview Due in Webcourses</b>
<b>WEEK 13</b>			
<b>M 11/13 Lecture</b>	<b>Big Interview</b> Assignment + <b>LinkedIn</b> Profile Assignment  <b>*Brief intro to LinkedIn Learning</b>		<b>Resume/Cover letter— Final copy to be uploaded online by 4:30pm</b>
<b>W 11/15 Discussion</b>	30-Second Pitch Activity – group competition, Experiential Learning: Small group discussions regarding Lab Visits/TED		Big Interview Assignment + LinkedIn Profile Assignment (3+ connections)
<b>WEEK 14</b>			
<b>M 11/20 Lecture</b>	<b>Career and Major Action Planning</b> Career and Major Action Plan – discuss personal strategies.  <b>Post assessments:</b> Career Maturity Inventory & Career Development Inventory  Majors, job opportunities, job outlook, salary projections and work context – via <a href="#">O*NET</a>  <b>STEM Major Selection – COMPASS Commitment Forms with Dr. Dagley</b>		- <a href="#">Career Development Inventory (CDI)</a> Post Test  - Career Maturity (CMI) Post Test ( <b>pdf form in Webcourses</b> )  - Career Action Plan  - Career Thoughts Inventory (CTI)  <b>Scan and upload all to Webcourses.</b>
<b>W 11/22 Discussion</b>	<b>*THANKSGIVING – NO CLASS*</b>		Extra time to work on Major Decision Making Paper ☺

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WEEK 15			
<b>M 11/27 Lecture</b>	<b>Presentations Day 1</b> (order of presentations to be set in labs)		<ul style="list-style-type: none"> <li>- Major Decision Making Paper reminder</li> <li>- Presentations (All students must be prepared to present)</li> <li>- Lab visit &amp; Reflection</li> <li>*Out of Class Career Explorations (attendance points)</li> </ul>
<b>W 11/29 Discussion</b>	<b>Presentations Day 2- *Last Day of Class</b> (order of presentations to be set in <b>labs</b> )		<ul style="list-style-type: none"> <li>-Major Decision Making Paper Due in Webcourses</li> <li>-Presentations (All students must be prepared to present)</li> </ul>