## UNIV 20-21 #24

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<td>1.1  <strong>Summary</strong></td>
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<td>1.2 UNIV 3200 Capstone for TRIO students (3 credits)</td>
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<td>1.7  <strong>Signatures</strong></td>
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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Student and Academic Support (SAS)
Department: TRIO/Student Support Services
Proposer: Sarah Young
Proposer’s position: Associate Professor

Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

Course Description: This course is designed to assist students in obtaining positions consistent with their career goals. Time will be spent on exploring job search strategies, applying, and obtaining positions that play to their strengths and expand their professional skill sets. Emphasis is put on career readiness by practicing the job search process. The topics of networking, professional resume writing, successful interview techniques and follow-up strategies are topics covered during the course. Exploring online sites for job searching and ideas regarding the management of your future career path will also all be addressed. This course also requires a service-learning component to enhance professional skills, practice community engagement and build networking opportunities and relationships.

Advantage for TRIO/SSS students: Recent research focused on the senior year of first-generation college students indicates that these students have some key transitional themes that are specific to their background and should be addressed by colleges and universities during the last two years of their education. Particularly relevant are first-generational student’s desire to honor their family expectations regarding their degree and career path. Typically, first-generation students do not attend college for a deeper learning or love of the topic but instead as a means to “step up” for the family, whether it be the extended family or their own (Schriver & Teske, 2020). They have a strong sense of gratitude to their family but should not depend on their familiar supports to help guide them through the job search process. This course is meant to help our TRIO eligible students (first-generation, low-income and students with disabilities) maneuver through the transition from course work and its expectations through to their job search process and preparing for their first professional employment experience.

Modifications proposed (specify number of each):

- Course Modification(s) (form 2)
- New Course(s) (form 3)
- Course Drop(s) (form 4)
- Program Modification(s) (form 5)
- New Program(s) (form 6)
- Program Drop(s) (form 7)

The modifications affect (check):

- Liberal Education
- Undergraduate Curriculum
- Graduate Curriculum
- Teacher Licensure Program(s)
BSU Curriculum Forms

Form 3

New Course Form

Course Number:
   Undergraduate: UNIV 3200
   Graduate:

Course Title: Capstone for TRIO students

Course Description: This course is designed to assist students in obtaining positions consistent with their career goals. Time will be spent on exploring job search strategies, applying, and obtaining positions that play to their strengths and expand their professional skill sets. Emphasis is put on career readiness by practicing the job search process. The topics of networking, professional resume writing, successful interview techniques and follow-up strategies are topics covered during the course. Exploring online sites for job searching and ideas regarding the management of your future career path will also all be addressed. This course also requires a service-learning component to enhance professional skills, practice community engagement and build networking opportunities and relationships.

Credits: 3 credits

Prerequisite(s):
   Undergraduate: N/A
   Graduate:

1. Reason(s) for creating this course:

Recent research focused on the senior year of first-generation college students indicates that these students have some key transitional themes that are specific to their background and should be addressed by colleges and universities during the last two years of their education. Particularly relevant are first-generational student’s desire to honor their family expectations regarding their degree and career path. Typically, first-generation students do not attend college for a deeper learning or love of the topic but instead as a means to “step up” for the family, whether it be the extended family or their own (Schriver & Teske, 2020). They have a strong sense of gratitude to their family but can not depend on their familiar supports to help guide them through the job search process. This course is meant to help our TRIO eligible students (first-generation, low-income and students with disabilities) maneuver through the transition from course work and its expectations through to their job search process and preparing for their first professional employment experience.

2. How often will this course be offered?

Each Spring semester – may need to be offered in the fall if numbers grow.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

- Students will recognize and name job-specific skills needed for their profession – identify marketable skills and demonstrate how to convey the value of transferable skills to employers
- Students will research employers and find current employment opportunities related to their major
- Students will create a LinkedIn account
- Students will register with Connect2Careers, BSU’s connection to employment opportunities
- Students will complete community service hours as part of the course requirements to help expand their skill set and build their network
- Students will construct a professional resume that clearly outlines the student’s unique skills and qualifications
- Students will be able to deliver an appropriate/strong 30-second introduction of themselves for any interview or career related meeting
- Students will demonstrate an understanding of the art of interviewing and effectively present their unique contributions in a practice interview setting
- Students will understand the value of post-interview follow-up by going through the process with their practice interviewers
- Students will gain awareness regarding salary negotiation, employment benefits and other investments.
- Students will understand yearly evaluations within the workplace and the role of workplace plans, goals, constructive criticism and working toward that first raise/promotion

4. What are the major content areas for the course?

The learning objectives can be divided into the following focused areas of content: thinking like an employer in relation to labeling job-specific skills, building your resume through internships/community service experiences, interview preparation, negotiating and understanding employment related benefits/and other investments.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
No, the maximum number of credits that can be earned is 3 credits

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

This course can be offered on campus, online or hyflex (it has been offered experimentally through the pandemic in hyflex format).

7. What is the projected maximum class size (cap)?

As with our other TRIO course, we have capped our courses at 20

8. What qualified faculty will be available to teach this course?

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

Faculty within the TRIO/SSS department.

9. What additional library and other resources need or should be provided for this course, that are not already available?

None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).

Amount per student: $

For:

No additional costs – in fact, students are not charged tuition for any TRIO/SSS courses.

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
CAPSTONE COURSE FOR TRIO STUDENTS
Spring 2021
M/W 12-12:50
UNIV 3200 (3 credits)

COURSE DESCRIPTION: This course is designed to assist students in obtaining positions consistent with their career goals. Time will be spent on exploring job search strategies, applying, and obtaining positions that play to their strengths and expand their professional skill sets. Emphasis is put on career readiness by practicing the job search process. The topics of networking, professional resume writing, successful interview techniques and follow-up strategies are topics covered during the course. Exploring online sites for job searching and ideas regarding the management of your future career path will also all be addressed. This course also requires a service-learning component to enhance professional skills, practice community engagement and build networking opportunities and professional relationships.

COURSE CREDIT: 3 credits
LOCATION: Decker Hall – Rm 113
INSTRUCTOR: Sarah Young, Associate Professor
755-2399  Email: syoung@bemidjistate.edu
TEXTBOOK: Career Achievement Growing Your Goals, 2nd Edition, Karine B. Blackett
PRE-REQUISITES: Junior or Senior Status

LEARNING OUTCOMES: Objectives are divided into the categories below:

Thinking like an employer
- Students will recognize and name job-specific skills needed for their profession – identify marketable skills and demonstrate how to convey the value of transferable skills to employers
- Students will clearly identify the job-skills they presently possess, where they have gotten these skills and have examples to illustrate their skills

Building your resume and community service
- Students will research employers and find current employment opportunities that they would be able to apply for if they had their degree
- Students will create a LinkedIn account as a means to network – effectively seek out and use other online professional networking sites
- Students will register with Connect2Careers, BSU’s connection to employment opportunities
- Students will complete community service hours as part of the course requirements to help expand their skill set and build their network

Getting the Interview
- Students will construct a professional resume that clearly outlines the student’s unique skills and qualifications
- Students will be able to deliver an appropriate/strong 30-second introduction of themselves for any interview or career related meeting

Getting the Job Offer/Keeping your job
- Students will demonstrate an understanding of the art of interviewing and effectively present their unique contributions in a mock interview setting
- Students will understand the value of post-interview follow-up by going through the process with their mock interviewers
- Students will gain awareness regarding salary negotiation, employment benefits and other investments.
- Students will understand yearly evaluations within the workplace and the role of workplace plans, goals, constructive criticism and working toward that first raise/promotion
ATTENDANCE POLICY: Because attendance is crucial to your success with the job search, you are expected to be in class each week. While I will accommodate emergency situations, being absent for more than 3 class periods will result in a lowered overall grade.

ACADEMIC INTEGRITY: BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic coursework. Any forms of academic dishonesty (e.g., plagiarism, cheating, and misrepresentation) may result in disciplinary action. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

ACCESSIBILITY STATEMENT: BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services - Decker Hall, 218-755-3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800-627-3529.

MENTAL HEALTH COUNSELING: Students may experience mental health concerns or stressful events that interfere with their academic performance. The Student Center for Health and Counseling is available to assist you with concerns and offer additional services. Please visit: https://www.bemidjistate.edu/services/health-counseling/ Phone: 218-755-2053

CLASS OVERVIEW: Please note - This schedule may change due to availability of guest speakers. All changes will be announced in class and posted in D2L. It is the student’s responsibility to keep abreast of all schedule changes (if any).

Quick Reference
Week 1: Introductions, expectations, and syllabus
Week 2: Job Description Assignment #1 10 pts
Week 3: Resume Assignment #2(a) 30 pts
Week 4: Registration for Connect2Careers Assignment #2(b) and (c) 20 pts (10 each)
Week 5: 30 Second Introduction Assignment #3 30 pts
Week 6: Mock Interview Assignment #4 50 pts
Week 7: Thank You/Another way to connect Assignment #5 10 pts
Week 8: Working on Service-Learning and Experiential Learning hours
Week 9: Spring Break – No Class
Week 10: Career Ready Event/Alumni Connection Assignment #6 10 pts
Week 11: Letter/Application/Email-digital application Assignment #7 10 pts
Week 12: Student Achievement Attendance Assignment #8 30 pts
Week 13: LinkedIn Assignment #9 30 pts
Week 14: Service-Learning Component Project 1 60 pts
Week 15: Experiential Learning Project 2 60 pts Wrap up

GRADING/EVALUATION:
Class Attendance (28 meetings x 15 pts) 420 points possible
Assignments 350 points possible
Total Points 770 points

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<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Topic</th>
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A 90 and above
B 80 and above
C 70 and above
D 60 and above
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<tr>
<th>WEEK 1</th>
<th></th>
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<tbody>
<tr>
<td>Mon/Jan 11</td>
<td>Introduction to course, learning objectives &amp; expectations</td>
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| Wed/Jan 13 | Read Chapter 1: You and your Career  
Read Chapter 2: Skills and Interests – Your Career Assets  
**Assignment #1:** Job Description Assignment – in D2L |

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<tr>
<th>WEEK 2</th>
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<tr>
<td>Mon/Jan 18</td>
<td>NO CLASS: Martin Luther King Jr. Day</td>
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</table>
| Wed/Jan 20 | **Discuss Chp 1**  
**Discuss Chp 2**  
**Assignment #1**  
What is the difference between work and career?  
Class Activities:  
**exercise 1.3:** Deterring negative talk during the process  
Discussion regarding soft, transferable, and job specific skills.  
**My Portfolio 2.1:** Get into groups and use this template to break down the skills needed for one of the job descriptions from the job description assignment. Discuss in groups and eventually with the class  
**exercise 2.8:** Skill Gap Identification  
Read Chapter 5: Professional Resumes the Easy Way  
*Bring Copy of your resume for next class period* |

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<th>WEEK 3</th>
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| Mon/Jan 25 | **Current resume**  
Class Activity: Resume Lecture in class  
Exchange resumes/critique and then discuss critiques together  
**Assignment #2(a):** Make changes to resume and bring for next class |
| Wed/Jan 27 | **Assignment #2(a) due**  
**Guest Speaker:** Nancy Haugen, Career Services  
**Assignment #2(b):** Upload Resume in Connect2Careers for Mock Interview with incorporated suggestions from Career Services  
**Assignment #2(c):** Complete Career Ready Guide through FOCUS  
Read Chapter 4: Networking – It’s Always Who You Know |

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<th>WEEK 4</th>
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| Mon/Feb 1 | **Discuss Chp 4**  
**Assignment #2**  
(b) and (c) due  
**Project 1 (a):** Experiential Learning Assignment Due: **Feb 8**  
**Project 1 (b):** Experiential Learning Assignment Due: **April 19**  
**Project 2:** Service-Learning Presentation Assignment Due: **April 14**  
*descriptions of assignments are in D2L*  
*Read through websites regarding Service-Learning Sites and use the Company Research guide on p.68-69 to help you determine which site is most interesting/beneficial to you for your resume* |
| Wed/Feb 3 | **Service Learning Commitment**  
Read through Exercise 4.8 and 4.9 in preparation for your interaction for the service-learning and experiential learning assignment – try in class, work on outside of class to perfect |
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<th>WEEK 5</th>
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| Mon/Feb 8 | **Project 1(a) due** | Read Chapter 7: Successful Interviews  
Determine questions to ask employer – discuss in class  
**Assignment #3**: Professional Dress and 30 Second Introduction |
| Wed/ Feb 10 | **Assignment #3 due** | Class Activity: 30 second introduction of self to the class |

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<th>WEEK 6</th>
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| Mon/Feb 15 |  | Prep for MOCK INTERVIEWS – TBA  
Come to class with all the materials/questions you are planning on having for interview. Discuss clothing/appearance. Discuss difference between online verse in-person interview.  
*description of assignment in D2L* |
| Wed/Feb 17 |  | **NO CLASS:**  
**Assignment #4**: MOCK INTERVIEWS – February 16 AND 17 |

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<th>WEEK 7</th>
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| Mon/Feb 22 | **Assignment #4 due – discuss in class** | Discuss Experience of Mock Interview  
Read Chapter 6: Professional Letters and Applications  
**Assignment #5**: Thank You to Mock Interview Professional – use example 8.1, p.317. Bring to class to review before sending out. |
| Wed/ Feb 24 | **Assignment #5 due** | Share Assignment 5 in class – discuss progress on service-learning  
**Assignment**: Complete research on Headwaters Regional Development Center (HRDC) and determine 3 questions that you would want to ask based on your research. Bring to class next time for the Guest Speaker SERVICE LEARNING/EXPERIENTIAL LEARNING  
*By now you should have met with your volunteer site contact and arranged for hours* |

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<th>WEEK 8</th>
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| Mon/ Mar 1 | Questions for Guest Speaker | **GUEST SPEAKER**: Headwaters Regional Development Center  
Ask your prepared questions when appropriate |
| Wed/ Mar 3 |  | **ALUMNI PANEL PRESENTATION**: Collaboration with Alumni Office to have a panel of alumni speak on the application, interview and job search process. |

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<th>WEEK 9</th>
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<tr>
<td>Mon/Mar 8</td>
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<td>SPRING BREAK</td>
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<tr>
<td>Wed/ Mar 10</td>
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<td>SPRING BREAK</td>
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<tr>
<th>WEEK 10</th>
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| Mon/ Mar 15 |  | **CHECK-IN on Projects**  
How is progress with Service Learning (you should be ½ done at the least) |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tr>
<td>Wed/Mar 17</td>
<td>Assignment #6: Attend Career Ready Event with Career Services today –</td>
<td>Discuss preparation or reaction to it depending on the timing of this</td>
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<td>event.</td>
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<td>How is progress with experiential activities (should have at least one</td>
<td>Share progress in class.</td>
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<td>completed and written up).</td>
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<td>WEEK 11</td>
<td>Assignment #6 due: EXPERTENTIAL LEARNING – how does this help you in</td>
<td>REMINDER: *Registration for Fall begins March 23</td>
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<td>Mon/Mar 22</td>
<td>your career</td>
<td>Read Chapter 6: Professional Cover Letters</td>
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<td>Bring rough draft of a Letter for position description (Assignment #1)</td>
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<td>of your choice</td>
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<td>Week 11</td>
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<td>Assignment #6 due: EXPERTENTIAL LEARNING – how does this help you in</td>
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<td>your career</td>
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<td>Week 12</td>
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<tr>
<td>Mon/Mar 29</td>
<td>Assignment #7 due: UPDATE COVER LETTER WITH CHANGES AND TURN INTO D2L</td>
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<td>GUEST SPEAKER: Talk about using social media to network/job search</td>
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<td>Re-Read: pages 89-100 regarding professional social media.</td>
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<td>Assignment #9: Create a LinkedIn Account/page</td>
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<td>Week 13</td>
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<td>Mon/Apr 5</td>
<td>Assignment #9 due: PRESENTATIONS: LinkedIn page for each student</td>
<td>Discuss Student Achievement Day for Wednesday and complete assignment #8.</td>
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<td>Presentations: LinkedIn page for each student</td>
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<td>Assignment #8 Due: Double pts for attendance at Student Achievement</td>
<td>NO CLASS: ATTENDANCE AT STUDENT ACHIEVEMENT TODAY</td>
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<td>Double pts for attendance at Student Achievement</td>
<td>Assignment #8: Attend 3 student presentations</td>
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<td>Chief Information Office of Human Resources</td>
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<td>Job search/negotiations from an HR perspective</td>
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<td>Assignment #8: Double pts for attendance at Student Achievement</td>
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<td>Mon/Apr 12</td>
<td>Assignment #8 Due: Double pts for attendance at Student Achievement</td>
<td>GUEST SPEAKER: Chief Information Office of Human Resources</td>
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<td>GUEST SPEAKER: Chief Information Office of Human Resources</td>
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<td>Wed/Apr 14</td>
<td>Service</td>
<td>Individual presentations regarding your Service-Learning hours</td>
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<td>Learning Presentation</td>
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<td>WEEK 15</td>
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<td>Mon/Apr 19</td>
<td>Experiential Assignment</td>
<td>Discussion regarding your individual choices for the Experiential Assignment during class</td>
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<td>Mon/Apr 21</td>
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<td>Final Class Meeting – Evaluations and Discussion</td>
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Reading Day – April 29th  
Finals Week – April 30th – May 6th
BSU Curriculum Forms
Form 8
Updated: 09.18.15

Signatures

Sarah Young/ Associate Professor / 1.22.2021
Proposer / Title / Date

Sarah Young / TRIO/SSS / 01.25.2021
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Randy Westhoff / Associate Vice President Academic Affairs
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.