SBS 200 M1 – CareerEXPLORE

Instructor Information:
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Course Information:
Catalog Description: SBS 200 builds upon a student's introductory career management skills particularly in the areas of communication, professionalism, and information seeking. Students actively explore their career interests by completing self-assessments, conducting an information interview, and actively using Career Center and library resources to acquire information related to their major or interest areas.
Prerequisites: SBS 100
Credit Hours: 1

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:
https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

Textbook/Course Materials:
Required readings are posted on BlackBoard or handed out by the instructor. There is no required text.

Course Goals and Learning Objectives:

Course Goals and Learning Objectives	Assessment of Learning
Explore their interests and values as they relate to possible career paths. ✓ Analyze personal interests, skills, values and experiences in the context of career planning. ✓ Develop a career action plan.	✓ Career self-assessment ✓ Vision Board ✓ Information interview ✓ Career Research Assignment
Be exposed to basic information seeking and networking skills for career management. ✓ Conduct an information interview and articulate how it informs their career exploration.	✓ Networking Skills Reflection ✓ Cover letter ✓ Information interview ✓ Class exercises and discussions

Course Goals and Learning Objectives	Assessment of Learning
Understand the role of courses and co-curricular experiences in career planning. ✓ Identify and research internships, jobs and industries within their fields of interests. ✓ Identify courses, experiences, clubs and internships helpful for their major and interests	✓ Information interview ✓ Internship panel ✓ Job Posting / cover letter assignment ✓ Guest speakers
Be exposed to career resources on campus.	✓ Information interview ✓ Guest speakers ✓ Job Posting / cover letter assignment ✓ Extra credit assignment (CDC events)
Students will communicate effectively in writing and orally.	✓ Vision Board presentation ✓ Résumé and Cover letter ✓ Networking Skills Reflection ✓ Information interview assignment ✓ Class participation

Class Behavior:

Students are expected to come to class equipped with a copy of the required texts and other pertinent materials. Correct classroom behavior is also expected. Eating and drinking (with the exception of water) are not permitted. Mobile phones should be turned off or put in the "silent" mode.

Grading/Evaluation:

Grading Scale:	A (93 + points)	A- (90 - 92 points)
B+ (87 – 89 points)	B (84 – 86 points)	B- (80 - 83 points)
C+ (77 – 79 points)	C (74 – 76 points)	C- (70 – 73 points)
D+ (67 – 69 points)	D (64 – 66 points)	F (63 or less points)

Assignments:

1. **Articulating Who You Are and Identifying Career Options (30%):**

   Focus2 Self-Assessment/Career Research and Written Assignment (15%):
   Complete an assessment of your skills/values/interests and research a career via Focus2, accessed through the Career Development Center website. Review your results and complete the written assignment described in the handout.

   VisionBoard and presentation (15%):
   Create a vision board illustrating your career and life goals. Show how your interests, values and skills link to these goals, and the steps you need to take to achieve success. Use images, symbols, quotes, photos, etc., to develop this vision of your future. Create the vision board on poster board, cork board,or a small canvas, or a digital vision board using Pinterest, PowerPoint or something else that allows you to visually communicate. See handouts for additional details.

2. **Aligning Your Career Toolbox (25%):**

   Résumé (10%):
   Submit a professional, robust, typo-free, up-to-date résumé. Be ready to explain the logic behind the items, descriptions and categories. Many formats are possible. Pick one that your targeted field/company perceives as appropriate and professional.

   Ram Recruiter Account (5%):
   Register for and complete your profile on Ram Recruiter. *If you have completed this previously, consider it a gift that you only need to update your information.*

Cover letter (10%):
Locate an internship, summer job, part-time job, or campus position in a field or firm you are interested in. Write a cover letter to apply for that position. *You do not* actually *have to apply for the job*, but your cover letter must be finalized as if you planned to do so (professional, typo-free, and effectively written as defined by the instructor). Print and attach the job ad. Be ready to explain the logic behind what you included (or didn't).

3. **Researching: Informational Interviewing and Networking (25%):**

   Information interview Memo (15%):
   You will set up a formal meeting and interview someone who can provide advice and information on your major or your career goal (approx. 20 minutes) based on the guidelines we discuss in class and the interview guide developed in class. Instructions will be provided on how to write up this assignment. *Possible interview subjects*: Academic Advisor, senior student in your major, Upper class Sawyer Ambassador, Sawyer Club E-Board member, alumnus or a professional in your field of interest.
   Networking Application (10% two parts):
   Networking Event Plans: Identify a networking event you will attend on or off campus. Write a memo that summarizes (1) event information: day, time, location, expected attire, cost (if any), (2) preparation needed, whether you should bring an updated résumé, and (3) who will be there: expected audience, sponsors, speakers; and (4) two specific goals you will achieve while attending this event.
   Networking Event Reflection: Attend the event. You will present a summary of your networking strengths and weaknesses, how your goals were/weren't achieved, and what to do differently next time.

4. **Skill Building/Participation (20%):**

   This class is not simply about attendance. We also focus on the extent to which you contribute thoughtfully and productively in ways that add value to every class and to group activities and discussions. The activities are designed to refine your skills of feedback giving, speaking, listening openly to feedback, interviewing others, answering questions about yourself, developing insightful questions, and contributing to an active and productive classroom.

   Note that lack of attendance by definition means that a student was not present to contribute to the learning environment and therefore cannot get credit for those missed opportunities. *There will be only one unexcused absence before your grade is impacted. (2 absences deduct 2 points, 3 absences deduct 3 points, 4 absences deduct 5 points, 5 or more absences may result in class failure)* An Excused absence is for illness, accident, etc. only. A student *must* inform the instructor *in advance* of the start of class for an absence to be excused.

Professionalism and Business School:
An important part of success in business is personal professionalism: a way of being that conveys integrity, accountability, and excellence in everything you do. In class it goes above and beyond rules about cheating, completing assignments, and doing good work. It is about maximizing your potential as a person, as a job candidate, and as a colleague by doing your best, and improving your skills. You accept consequences for your actions, you do the right thing, you take initiative to get things done, and respect yourself and others. This course has assignments where you are interacting with people outside of class. At every step, you are expected to be professional. Specifically:

Professionalism when completing assignments:	And interpersonally:
✓ Be on time for a scheduled meeting	✓ Be on time for class
✓ Prepare for the meeting(s)	✓ Prepare for class; ; know policies
✓ Turn electronic distractions off	✓ Do not text or email during class
✓ Respect other's time	✓ Respect individual differences
✓ Ask questions and show interest gracefully	✓ Respect individual differences

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments, quizzes and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Honesty and Misconduct:
www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy
Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:
www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course schedule:
The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Note that the assignments listed below are to be completed before and handed in at the beginning of class on the designated day.

Date	Today's Class	Due today
Class 1	**Understanding careerEXPLORE** Learning outcomes and career course sequence Assignments and deadlines explained The What and How of Information interviews; assignment	
Class 2	**Skills, interests, values – stable or changing?** Explanation of Focus2 assignment Skills assessment exercise (how this differs from *Strengths*) Transferable skills in an uncertain economy/career path Career *"path changes"* and *"unplanned opportunities"*	**Focus2 Assessment** completed by Friday
Class 3	**Interpreting and using Focus2 results** Discussion of results Interests Exercise- how do interests develop - "20 Likes" Explanation of Vision Board assignment	**Focus2 - Written Assignment**
Class 4	**Enhancing Career Skills Using Self-assessments** Values auction Clarifying **aspirations** and identifying possible paths Using social networks to explore interests	**Networking Preparation Assignment**
Class 5	**Presentation of Vision Boards** Clarifying **aspirations** and identifying possible paths	**Vision Board**
Class 6	**Student Presentations on internships** How to locate internships How to make the most of internships and contacts Do's and Don'ts for student employees to keep in mind	**Internship Presentation**

Date	Today's Class	Due today

Class 7	**Cover letters and résumés (templates, resources, tips)**
	    How Career Research informs your job search
	    What do YOU offer; how to incorporate your strengths
		Updated Resume

Class 8	**Career Research – how to identify fields, industries and jobs that match interests, skills and values** Going beyond Focus 2 to research careers	**Career Research Assignment**

Class 9	**Visiting Speakers:**
	    Álvaro Mozos – Alumnus SUMC / Boston
	    Pedro Luís Sánchez Torres – "Business Protocal"	

Class 10	**Broadening Career Choices** Résumé reviews	**Job Posting & Cover Letter**

Class 11	**Highlights and best practices – networking, information interviews**
	    Maintaining contacts
	    Expanding your network
		Networking Application Assignment

Class 12	**Building a 3 year plan (getting to graduation and beyond)** Career Action Plan Exercise	

Class 13	**Course Wrap Up – Your Career Toolbox, evals**
	    What career tools do you have in YOUR toolbox?
	    Class networking activity
		Course evaluations; **and Application assignments returned with feedback**