School of Human Ecology
UNIVERSITY OF WISCONSIN–MADISON

Inter-HE 202: SoHE Career and Leadership Development Syllabus

Instructor Information and Communication

NAME
Career Advisor & Instructor
Advising & Career Center in the School of Human Ecology
Email:
Office:

Student Support Time (i.e. Office Hours):Student Support Time is drop-in time to connect with the instructor. You can simply drop by my office or join the Zoom link in Canvas (in the Canvas course, click "Zoom" on the left navigation area to access the link to join).

If the Student Support Time does not work for you, you may book an appointment with me on Starfish. Please put in the notes that you are a 202 student. Find Starfish in your MyUW portal or contact me directly if there isn't a Starfish time that works for you.

A few reasons someone might use student support time:

- Struggling with navigating an online course
- Questions about assignments, feedback, or course content/activities
- General questions about own career development
- Experiencing challenges impacting academics
- Preference for face-to-face communication

Really, there are no wrong reasons to utilize student support time!

Communications: I intend to respond to course emails and inquiries Monday through Friday and typically within 24-48 hours of receipt.

Please note that my primary forms of communication to students is via Canvas announcements for all class info, and via email or Canvas Inbox for student-specific inquiries/reminders/etc.

Please be sure to have your notifications for the Canvas course and Canvas Inbox turned on.

Course Description

Inter-HE 202 provides an introduction to career development and career readiness competencies for students in the School of Human Ecology.

Students will learn concepts associated with career and leadership development and engage in self-assessment and reflection to gain an understanding of their personal values, strengths, and interests and how these relate to and influence career-decision making. Additionally, students will learn about the world of work

and develop career-readiness skills to help them seek employment that relates to their field(s) of interest both during and after college.

This course is 1-credit, online and asynchronous, and geared towards students who have not yet completed an internship-for-credit as part of their degree requirements in SoHE. **The 1-credit is met through the completion of at least 45 hours of learning activities**, which include engaging with course videos and readings and completing course activities and assignments.

Students will have regular and substantive interaction with the instructor via direct instruction through lecture videos each week, information about course content, and feedback on student work on assignments.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- construct communications to effectively market themselves to prospective employers;
- integrate understanding of the career development process in making career decisions;
- identify key leadership and career readiness skills employers look for across a wide range of industries.

Additionally, in this course you'll be learning about the NACE (National Association of Colleges and Employers) career competencies. These are the competencies we expect you to be practicing in this course via the activities and assignments:

Career & Self-Development	Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
Critical Thinking	Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
Equity & Inclusion	Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.
Leadership	Recognize and capitalize on personal and team strengths to achieve organizational goals.
Professionalism	Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
Communication	Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
Technology	Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Course Format and Expectations

This course will be delivered online via CANVAS.

All course announcements, updates, lectures, readings and assignments for this class will be posted to the official course site on CANVAS. **Please update your course notifications so that you receive announcements and other Canvas notifications via email.** This updating can be done on the right side of the home page of the course by clicking on “View Course Notifications.”

Active and regular participation in all class activities is required. It is important that you devote sufficient time to this online course. Online courses require you to more actively guide your own learning, so it is advised that you create a study schedule to stay on track, and plan to visit the course regularly to keep up with reading the announcements, reviewing lectures, and completing the required course activities, etc. **It is recommended that you set aside roughly 3 hours per week (6 in summer term) to dedicate to completing all required course activities in order to stay on track.**

If you are struggling with balancing work for this online course with other courses and activities, please set up a time to meet with the instructor (see student support time above) or your academic advisor.

See registrar’s page for info about Drop/Withdrawal deadlines: https://registrar.wisc.edu/dates/

Textbooks/Fees

There are no required textbooks or additional fees for activities in this course.

Institutional Academic Policies

Institutional academic policies and statements are reviewed and updated annually, as needed. They currently include:

- Academic Calendar & Religious Observances
- Academic Integrity
- Accommodations for Students with Disabilities
- Course Evaluations
- Diversity & Inclusion
- Student Health, Well-Being & Basic Needs
- Privacy of Student Records & Use of Audio Recorded Lectures
- Students’ Rules, Rights & Responsibilities
- Teaching & Learning Data Transparency

Course Policy on Use of Generative AI

While Generative AI are versatile tools and can be useful for aspects of your career development (see UW’s AI Career Toolkit), Inter-HE 202 is a course about your own personal and professional career development. For assignment submissions, we don't want to see what AI generates - we want to see your thinking and how you are applying the material to your own life and experiences. Active engagement in the career and leadership development process is a critical component of your personal growth in college and beyond. When reflecting on the course material, it is important to do so from your own perspective as the person who knows you best is you! Submitting responses generated by AI to any assignment in this course is not permitted unless instructed by the assignment..

Course Assignments

Course assignments are listed below. All assignments will be evaluated based on your understanding of course concepts, integration and application of course material, critical thinking skills, quality and completeness of submission, and the ability to follow directions and guidelines.

Due Dates

Assignments are due by 11:59 PM (Central Time). See due dates in the course schedule below.

The correct assignment must be submitted to the correct location on Canvas, unless otherwise noted in the assignment instructions, to be eligible for credit. Canvas may adjust due dates to reflect the time zone you are in - if you are not located in the Central Time Zone during part of the course, make sure to account for the Central Time Zone due dates/times.

Late Assignments/Grace Period

Deadlines for assignments are provided to keep you on track with the course material since it builds on itself, and so that you can use feedback to inform future assignments. If you need more time to submit a high-quality assignment, students have a **2-day grace period** to submit assignments, with exceptions listed below. Assignments will not be accepted for credit after the grace period.

I discourage you from treating the grace period as a longer due date. It is meant to support you only when you can't meet the due date due to extenuating circumstances. You do not need to ask to use the grace period, but you should be in contact with the instructor before due dates if you are experiencing a longer-term emergency.

With virtual learning, I want to be accommodating to the range of needs that students have for academics. My philosophy is that, because this course is focused on your development and self-work, I want you to be able to put quality energy into course activities and assignments. But, like a workplace, when others' work depends on your timeliness (i.e. giving and getting feedback in discussions and reviews), deadlines are firm.

Assignments with no grace period:

(1) Discussions. Because these are meant to be conversations and opportunities to engage with classmates on the topics, there is no grace period for these assignments - both initial and response posts.

(2) Draft Cover Letter and Peer Review. Because these assignments require timeliness for classmates to turn around a peer review and edit their own materials, there is no grace period for these assignments – both turning in the draft and providing the review.

(3) Resume Self-Review. Because we want to be able to catch any major issues with resumes prior to the Final Application being due, there is no grace period for this assignment.

There is no final exam for this course.

Example Course Schedule:

Dates	Module Titles	Assignments Due	Assignment Points
September 2-13	Module 1: Introduction to Career Development	Module 1 Discussion Initial Post due Sunday, 9/6 Module 1 Discussion Responses to Peers due Wednesday, 9/9 Reflection due Sunday, 9/13	Values Discussion Reflection **Module total points: 22**
September 14-27	Module 2: Career Competencies & Leadership	Module 2 Discussion Initial Post due Sunday, 9/20 Module 2 Discussion Responses to Peers due Wednesday, 9/23 Module 2 Reflection/Experience Inventory due Sunday, 9/27	Leadership Theories Discussion Reflection with Experience Inventory **Module total points: 26**
September 28-October 11	Module 3: Career Planning	Module 3 Discussion Initial Post due Sunday, 10/4 Module 3 Discussion Responses to Peers due Wednesday, 10/7 Module 3 Worksheet due Sunday, 10/11	Elevator Pitch Discussion Worksheet on Goal Setting and Personal Brand **Module total points: 25**
October 12-25	Module 4: Networking & Job Searching	Module 4 Worksheet due Sunday, 10/18 Module 4 LinkedIn due Sunday, 10/25	Worksheet on Researching a Role LinkedIn Profile **Module total points: 27**
October 26-November 4	Module 5: Telling Your Story - Cover Letter	Module 5 Cover Letter Draft due Sunday, 11/1 Peer Review due Wednesday, 11/4	Cover letter draft and peer review **Module total points: 4**
November 2-15	Module 6: Telling Your Story - Resume	Module 6 Resume Self-Review due Sunday, 11/8 Final Application due Sunday, 11/15	Resume Self-Review Final Application **Module total points: 39**

November 16-29	Module 7: Interviewing & Workplace Onboarding	Module 7 Discussion Initial Post due Sunday, 11/22 Module 7 Discussion Responses to Peers due Wednesday, 11/25 Big Interview Assignment due Sunday, 11/29	Interviewing Discussion Big Interview Video Interview **Module total points: 20**
November 30-December 6	Module 8: Growing Your Professional Skills	Module 8 Reflection due Sunday, 12/6	Reflection **Module total points: 12**
			Total course points: 175

This schedule is subject to change and may be adjusted if the need arises.

Reviewing Assignment Feedback

This course is designed to build module over module, meaning that feedback you receive from peers on discussions and the peer review plus the feedback from the grading team should inform your future work in the course. Ensure that you take time to look at assignment feedback, regardless of your grade. We often provide insights to enhance your work as you move forward in the course even when you've met expectations for an assignment. Plus, learning to review and apply feedback is valuable for your career development.

Grading

The grading team intends to post grades 5-10 days after the assignment due date. The final application may require more time given class size and amount of detailed feedback.

Final grades will be calculated according to the following scale. Note the lowest percentage is the minimum for that grade (i.e. 92.9=AB).

A	AB	B	BC	C	D	F
93 to 100%	88 to <93%	83 to <88%	78 to <83%	70 to <78%	60 to <70%	0 to <60%