



## **CSM 250: ENGINEERING YOUR CAREER PATH SYLLABUS**

### **COURSE OBJECTIVES**

Professional career development is integral to the success of Mines graduates and to the mission of the Colorado School of Mines. This is a 1.0 credit course that is strongly recommended for all students to enhance career readiness competencies that are instrumental to Mines students' career development. The classes and assignments in this course are designed to provide students with a head start in order to gain feedback in a variety of areas that they will address throughout their time as Mines students and into their professional careers as Mines graduates.

### **LEARNING OBJECTIVES**

This course is designed to enhance students' career readiness competencies through course materials, in class activities, and guest speakers from a variety of industry. As a result of completing this course, students will be able to:

#### **Career & Self Development**

1. Develop a career plan through a unique combination of exercises, projects and assessments.
2. Evolve their academic career by exploring how to leverage talents and tools to effectively approach projects, job searching and professional development through a focus on strengths in studies, professional interactions, internships, and full-time positions.

#### **Critical Thinking**

3. Review, comprehend, and negotiate job offers.

#### **Communication**

4. Develop resumes and CVs, cover letters, a career portfolio and other documents used in a job search process (industry, research, academic).
5. Engage in successful interviews (in-person, phone, site, and video).
6. Understand the graduate school search and application process.

#### **Technology**

7. Conduct comprehensive and useful company research to further expand job opportunities and career exploration, as well as use of social media in an efficient, ethical manner.

#### **Equity & Inclusion**

8. Incorporate and maximize diversity initiatives in a workplace that is changing, evolving, and diversifying.
9. Research and apply global business practices to an international career track.

#### **Professionalism**

10. Demonstrate work ethic, and moving up in the company.
11. Have a better understanding of the professional world through exposure to different perspectives shared by guest speakers in various industries.

#### **Teamwork**

12. Gain enhanced teamwork and collaboration skills through in class activities.

#### **Leadership**

13. Transition from school to work through defining expectations, relocation preparation, engaging a mentor, and identifying strategies for ensuring work-life balance.
14. Acquire the necessary job search skills to succeed in taking personal responsibility for the management of their own careers.

## COURSE REQUIREMENTS, POLICIES, AND GRADING

**Class Days and Times:** Mondays, 2 PM – 3:15 PM

**CRN:** 12345 (CSM 250, Section X)

**Room:** Building 123

**Faculty:** Professor ([professor@mines.edu](mailto:professor@mines.edu))

**Teaching Assistant:** Teaching Assistant ([teachingassistant@mines.edu](mailto:teachingassistant@mines.edu))

This is a 13-week, 1.0 credit course, which meets once a week for 75 minutes for 13 in-class sessions. Unexcused absence(s) are prohibited and will negatively affect a student's grade. Students are expected to inform their instructors prior to class, in writing, if they cannot attend. This is in accordance with the Absenteeism Policy as stated in the Mines' Bulletin. Cheating or plagiarism in any form is not tolerated by instructors nor by the Colorado School of Mines. Refer to the school's policy on academic integrity in the student code for details about sanctions.

Class Meeting Topics	Date
Week 1: Introductions, Career Day Preparations, and First Impressions	xx/xx/xxxx
Week 2: Resumes and CV's	xx/xx/xxxx
Week 3: Business Communications, Cover Letters, and Career Portfolios	xx/xx/xxxx
Week 4: Conducting Company Research, LinkedIn, and Networking	xx/xx/xxxx
No Class: President's Day	xx/xx/xxxx
Week 5: Preparing for Interviews and the STAR Method	xx/xx/xxxx
Week 6: Finding Your Strengths	xx/xx/xxxx
Week 7: Evaluating Offer Letters and Salary Negotiations	xx/xx/xxxx
No Class: Spring Break	xx/xx/xxxx
Guest Speakers xx/xx/xxxx – xx/xx/xxxx	

*The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you are registered with Disability Support Services (DSS) and I have received your letter of accommodations, please contact me at your earliest convenience so we can discuss your needs in this course. For questions or other inquiries regarding disabilities, I encourage you to visit [disabilities.mines.edu](http://disabilities.mines.edu) for more information.*

Assignments	Due Date	Points
DiggerNet Scavenger Hunt	xx/xx/xxxx	5
Resume	xx/xx/xxxx	20
Thank You Letter	xx/xx/xxxx	10
Reference List	xx/xx/xxxx	10
Cover Letter	xx/xx/xxxx	20
Company Research Worksheet	xx/xx/xxxx	10
LinkedIn Profile	xx/xx/xxxx	15
Strengths	xx/xx/xxxx	20
Practice Interview	xx/xx/xxxx	20
Reflection Paper – Industry Panel	xx/xx/xxxx	10
Reflection Paper – Guest Speaker	xx/xx/xxxx	10
Class Participation		50
Extra Credit Reflection Papers		Up to 3 points each for 9 points max

**All assignment details can be found in Canvas**

Each student will receive a letter grade based upon completion of writing assignments to be uploaded onto CANVAS, individual and group presentations, class participation and other assignment deliverables. The course grades will be determined using the following weights and a standard 200-point scale with A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: 59% and below.

**Late Work:** Any assignment not turned in at the original due date and time is considered late. Any assignment turned in up to one week late (or later) will be graded for up to half less credit.

**Resubmission Policy:** Students are expected and encouraged to submit their final work by reviewing class materials. However, resubmission of assignments is accepted to assist in learning the material. The following rules apply for the resubmission of the assignments: 1) students can only resubmit once, 2) student has a meeting with the Teaching Assistant (or the instructor) before resubmission to learn how the assignment can be improved.

**Extra credit:** Students can earn credit to raise their course grade by participating in and reflecting on the following activities: Career Day, Info sessions, Industry Panels, Career Center Workshops, Professional Development Workshops. To receive credit for attending additional events and programs, students are expected to provide a 400-800 word reflection paper (no specific format required) within one week of the attended program.

The paper should address 1) what event you attended, 2) what were 3 take-aways from the event 3) how will you apply this to your professional and/or academic life. Papers should be submitted through Canvas. Each submitted reflection paper is worth up to 3 points. Students may earn up to 9 points total in extra credit.

# COURSE SYLLABUS

## WEEK 1: INTRODUCTIONS, CAREER DAY PREPARATIONS, AND FIRST IMPRESSIONS

Implementing a sound job search strategy will enable each student to use their time most efficiently, and will be essential to a successful outcome. This class will cover initial proactive job searching techniques, services available to students, and activities and tools that are important components of developing a progressive career plan.

This class will also include the best practices of standing out at Career Day, various networking functions, and basic on-the-spot job interviewing. What kind of impression are you making? Are you demonstrating that you are a professional ready to join a company, or will you be passed over for a different candidate? Further, this class will explore what interviewers are watching for and what they actually see and hear. This class will cover the power of preparation, performance, and practice. Students will be able to learn the components of an effective introduction and practice with their peers.

## WEEK 2: RESUMES AND CV'S

This class will discuss the component of an effective industry resume based on research and feedback from industry professionals. Students will apply knowledge gained from this class to create application materials that showcase their skills and projects for research, academia, scholarships, and/or for industry careers.

Whether students are writing a resume for the first time, or honing an already existing resume, this class will provide important building blocks to grow and enhance any resume.

## WEEK 3: BUSINESS COMMUNICATIONS, COVER LETTERS, AND CAREER PORTFOLIOS

Writing effective and professional business communications is an important part of the job search process. Follow-up and thank-you letters, references, and other communications that companies expect of job seekers will be discussed. Students will leave this class meeting with an understanding of various business communications, as well as the advantages of including other relevant documentation in a professional portfolio for interviews.

## WEEK 4: CONDUCTING COMPANY RESEARCH, LINKEDIN, AND NETWORKING

An important element of successful job searching is comprehensive company research. It is apparent to companies which students have done their research and which have not; this can quickly determine which job seeker moves to the A list and who is on the B list. This class will encompass what type of research should be conducted, what the most reliable resources are, and the timing and methods for applying this research to the job search. Students will also learn the components of an effective cover letter.

This class will also cover the importance of networking through social media as an effective and easy aspect of students' career development. Many jobseekers can become exposed to new job opportunities or become connected to new positions as a result of connections within their network. Developing a strong and well-connected network will ensure that students never miss out on their dream opportunities. Effective networking strategies and best practices for developing a LinkedIn profile will be covered.

## WEEK 5: PREPARING FOR INTERVIEWS AND THE STAR METHOD

Employers use a variety of advanced interview techniques and settings to determine applicants' individual skills and strengths. This class will focus on preparing and practicing for behavioral-based interviews, technical interviews, phone and virtual interviews, and in-person, on-site interviews. Students will leave this class with important knowledge of what to expect, preparation tips, and more. Students will also have an opportunity to practice this knowledge with their peers.

## WEEK 6: FINDING YOUR STRENGTHS

Through the CliftonStrengths assessment, students will gain insight into their areas of greatest potential, as well as learn valuable information about the type of work environments they are most likely to thrive. This class will begin students' journey of exploring their self-awareness of key factors that are critical in planning their individual career journeys.

Combining the assessment of strengths and interests, and applying it to one's chosen career path, is vital to a happy professional life. Students will identify their strengths, evaluate their interests, and clarify values that can lead to a successful career path, and will provide students with a foundation to find their professional passions, industries, and directions that are best fit their unique strengths and talents.

## WEEK 7: EVALUATING OFFER LETTERS AND SALARY NEGOTIATION

The last steps in a successful, proactive job search are receiving a job offer and compensation package, identifying if there are aspects to negotiate, and finally, accepting the job. Reviewing offers and negotiating salary requirements can be challenging, but with practice, both employee and employer can leave these conversations feeling satisfied. In this class, students will cover best practices for reviewing job offers and compensation packages, learn what is negotiable, and be able to practice various negotiation techniques.

## Disability Support Services

### Disability Support Services

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. Students with disabilities may also wish to contact Disability Support Services (DSS) to discuss options to removing barriers in this course, including how to register and request official accommodations. Please visit their website at [disabilities.mines.edu](https://disabilities.mines.edu) for contact and additional information. If you have already been approved for accommodations through DSS, please meet with me at your earliest convenience so we can discuss your needs in this course.

## Title IX

### Discrimination, Harassment and Title IX

All learning opportunities at Mines, including this course, require a safe environment for everyone to be productive and able to share and learn without fear of discrimination or harassment. Mines' core values of respect, diversity, compassion, and collaboration will be honored in this course, and the standards in this class are the same as those expected in any professional work environment. (More information can be [found here](#).) **Discrimination or harassment of any type will not be tolerated.** As a participant in this course, we expect you to respect your instructor and your classmates. As your instructor, it is my responsibility to foster a learning environment that supports diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- Course rosters are provided to the instructor with the student's legal name. I will honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
- If something is said or done in this course (by anyone, including myself) that made you or others feel uncomfortable, or if your performance in the course is being impacted by your experiences outside of the course, please report it to:
  - Me (if you are comfortable doing so)
  - Wellness Center- Counseling (<https://www.mines.edu/counseling-center/>)
  - Speak Up (<https://www.mines.edu/speak-up/>)- Anonymous Option

In this course, we will cultivate a community that supports survivors, prevents interpersonal violence, and promotes a harassment free environment. Title IX and Colorado State law protects individuals from discrimination based on sex and gender in educational programs and activities. Mines takes this obligation seriously and is committed to providing a campus community free from gender and sex-based discrimination. Discrimination, including sexual harassment, sexual violence, stalking, and domestic violence, is prohibited and will not be tolerated within the Mines campus community. If these issues have affected you or someone you know, you can access the appropriate resources here:

<http://www.mines.edu/title-ix/>.

It's on us, all of the Mines community, to engineer a culture of respect.

## CARE @ Mines

If you feel overwhelmed, anxious, depressed, distressed, mentally or physically unhealthy, or concerned about your wellbeing overall, there are resources both on- and off-campus available to you. If you need assistance, please ask for help from a trusted faculty or staff member, fellow student, or any of the resources below. As a community of care, we can help one another get through difficult times. If you need help, reach out. If you are concerned for another student, offer assistance and/or ask for help on their behalf. Students seeking resources for themselves or others should visit: **care.mines.edu**.

Additional suggestions for referrals for support, depending on comfort level and needs include:

- CARE at Mines: [care.mines.edu](https://care.mines.edu) for various resources and options, or to submit an online “CARE report” about someone you’re concerned about, or email [care@mines.edu](mailto:care@mines.edu)
- CASA - <https://www.mines.edu/casa/> for academic advising, tutoring, academic support, and academic workshops
- Counseling Center – <https://www.mines.edu/counseling-center/> or students may call 303-273-3377 to make an appointment. There are also online resources for students on the website. Located in the Wellness Center 2<sup>nd</sup> floor. Located at 1770 Elm St. (photo below)
- Health Center - <https://www.mines.edu/student-health/> or students may call 303-273-3381 for appointment. Located in Wellness Center 1<sup>st</sup> floor.
- Colorado Crisis Services - For crisis support 24 hours, 7 days a week, either by phone, text, or in person. Colorado Crisis Services is a great confidential resource, available to anyone. <http://coloradocrisiservices.org> , 1-844-493-8255, or text “TALK” to 38255. Walk-in location addresses are posted on the website.

All of these options are available for free for students. The Counseling Center, Health Center, and Colorado Crisis Services are confidential resources. The Counseling Center will also make referrals to off-campus counselors, if preferred.

In an emergency, you should call 911, and they will dispatch a Mines or Golden PD officer to assist.