



Course Details

Course Overview:

Course Code: CSM 250: Engineering Your Career Path

Semester Year: 1/6/25 – 4/21/25

Credit Hours: 1 Credit Hour

Class Meeting Times: Mondays, 2 PM – 3:15 PM

Class Location: Building, Room#

Instructor: Name

Email: Email Address

Office Phone: ###-###-####

Office Location: Building, Room#

Office Hours: Days, Times

Instructor: Name

Email: Email Address

Office Phone: ###-###-####

Office Location: Building, Room#

Office Hours: Days, Times

Teaching Assistant: Name

Email: Email Address

Office Location: Building, Room#

Office Hours: Days, Times

Accessing Your Faculty:

Your faculty, as well as staff within the Career Center, are available to you outside of class. The Career Center offers general drop-in hours Monday-Friday from 2-4pm. You may also schedule appointments through DiggerNet (under the Counseling tab) or through email to your faculty.

Required Technology:

Canvas; Laptop, tablet, or other web-based device (needed for some classes)

Welcome to CSM 250: Engineering Your Career Path

Professional career development is integral to the success of Mines graduates and to the mission of Mines. This is a 1.0 credit course that is strongly recommended for all students to enhance career



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readiness competencies that are instrumental to be successful in a graduate's professional career. These classes and assignments are designed to give the student a head start and constructive feedback in a number of different areas that they will have to address through the transition from being a Mines student to a summer researcher, intern, full-time employee, and/or graduate student.

Learning Outcomes:

This course is designed to enhance the student's career readiness competencies through course materials, in class activities and guest speakers from industry, incorporating the Competencies for a Career-Ready Workforce as outlined by the National Association of Colleges and Employers (NACE). At the completion of the course, you will be able to:

Career & Self Development

- Develop a career plan through a unique combination of exercises, projects and assessments.
- Evolve your 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.
- Complete assignments aimed towards building your network and exploring career options.
- Gain knowledge of the graduate school search and application process.

Communication

- Develop resumes or CVs, cover letters, a career portfolio and other documents used in a job search process (industry, research, academic).
- Engage in successful interviews (in-person, phone, site, and Zoom).

Critical Thinking

- Review, comprehend, and negotiate job offers.
- Identify and respond to conversations given situational context and awareness of cultural and social differences.

Equity & Inclusion

- Incorporate and maximize diversity initiatives in a workplace that is changing, evolving, and diversifying.
- Consider the importance of personal values and how to critically assess company values when job searching.

Leadership

- Transition from school to work through defining expectations, relocation preparation, engaging a mentor, having a good work-life balance.
- Acquire the necessary job search skills to enable each student to succeed in taking personal responsibility for the management of their own careers.

Professionalism

- Understand the importance of professional communication through the job search process.
- Have a better understanding of professional world through exposure to different perspectives



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shared by guest speakers in various industries.

Teamwork

- Enhanced teamwork and collaboration skills through in-class activities.
- Knowledge and recognition of own strengths and how to effectively work with others towards a common goal.

Technology

- 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.

Assessments:

There are no mid-terms or exams in this course. You will be required to take a Strengths and other assessments for personal growth.

Required Text:

There is no required text for this course. Students will receive a printed copy of the Mines Strategy on the first day of class. Students can also [access The Mines Strategy virtually from the Career Center website](#). The Mines Strategy is a guide to the job search and offers valuable content and resources to assist with all content presented in the course.

Additionally, faculty will post additional readings and resources (both required and optional) for students on Canvas. There will be weeks when you are expected to be prepared by completing provided readings in advance of class. There is never a financial cost associated with any materials for this course.

Policies and Campus Resources

Absences:

The first commitment to students at Mines is to their academics. Class attendance is required of all students unless the student has an excused absence granted by the school or the student's professor. An excused absence awarded by the school or professor comes after a student's request or initiative.

To review the Excused Absence Policy and/or to request an excused absence, please visit <https://www.mines.edu/student-life/student-absences/>.

We want this class to help prepare you for the professional world, and part of any future role you will have is time management, being present, and showing up. Students will get out of this course what they put in. If you miss class, whether an excused or unexcused absence, it is your responsibility to review the content on Canvas and seek support from your faculty or the Career Center. Should your faculty have concern about continued absences, they may ask for a meeting with you or submit a report to Student Outreach and Support.



Sexual Misconduct, Discrimination, and Retaliation:

Discrimination, Harassment, and Sexual Misconduct of any type, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking, are prohibited under the Policy Prohibiting Unlawful Discrimination and the Policy Prohibiting Sexual Misconduct, Discrimination, and Retaliation. Please see the [Office for Institutional Equity website](#) for information on Sexual Misconduct and Discrimination.

As your instructor, it is my responsibility to foster a learning environment that supports diversity of thoughts, perspectives and experiences, honors your identities, and is free of discrimination. Please feel free to speak to me if the class is not living up to these standards. Please note that I am also a mandatory reporter as an instructor at Mines, and if I receive a disclosure of Discrimination, Harassment, and/or Sexual Misconduct, I am required to report it to the Title IX Coordinator.

Preferred First Name Project:

Mines recognizes members of the campus community may prefer to use a first name other than their legal name to identify themselves. Many services on campus, like Canvas, utilize and display preferred first names. Additional information on preferred name, including how to update your preferred name, is available at the [Office For Institutional Equity website](#).

Academic Integrity:

Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university's educational mission, its scholarly objectives, and the substance of the degrees it awards. We desire an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times. Please read the [full academic misconduct/integrity policy](#) for full definitions of academic misconduct. Additionally, please use [resources provided by the Office of Community Standards](#) for guidance should you need to know more about the procedures of the policy for academic misconduct/integrity.

Generative Artificial Intelligence:

By submitting work for evaluation in this course, you represent it as your own intellectual product. Submitting content for evaluation (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models) **would be considered Academic Misconduct in violation of Mines Academic Integrity/Misconduct Policy unless granted permission to do so.** We will explain to you the specific uses of genAI tools that are permitted or prohibited in this course, including on what specific assignments use of genAI tools is permitted.



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When permitted by your faculty, you may use genAI tools to help generate ideas and brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, biased, or otherwise problematic. We encourage you to consider how genAI complements, supplants, or fails to replace your contributions and abilities.

If you include content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models) in work submitted for evaluation in this course, [you must document and credit your source](#). Failure to properly cite sources, including AI tools for generating content, would be considered Academic Misconduct in violation of [Mines Academic Integrity/Misconduct Policy](#).

You can find additional guidelines for genAI usage in Canvas. Additionally, through Canvas, you will have access to HiTA, a genAI platform specific to this course. HiTA will allow you to quickly find information and resources to aid in your completion of assignments and enhancement of learning.

Grading Policy:

Each student will receive a letter grade based upon completion of assignments to be uploaded to or completed on Canvas, class participation, and other assignment deliverables. The course grades will be determined using the following 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 within a week after the original deadline will be marked down a full letter grade (-10%). Assignments submitted after a week of the original deadline will be graded down two full letter grades (-20%). All work must be submitted by the last possible submission date to be considered for grading (see course schedule for deadline).

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 resubmit each assignment up to two times before the last possible submission date (see course schedule for deadline), 2) student reviews the provided feedback OR has a meeting with the Teaching Assistant (or the instructor) before resubmission to learn how the assignment can be improved, 3) if the assignment was turned in late it is still eligible for resubmission, however the late policy will still apply to the total points earned after resubmission.

Coursework Return Policy:

Assignments will be graded and posted on Canvas within two weeks of submission, unless otherwise specified. Assignments may be graded on a rolling-basis in order to provide prompt feedback and allow for possible resubmissions. Faculty will communicate applicable assignments to inform students if their



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assignment may be graded after submission and before the final due date. All rubrics and grading criteria can be found in Canvas.

Course Issues and Concerns:

As part of good professional practice, students are encouraged to speak with the faculty directly to raise issues and concerns with regards to the course professionally in compliance with the student code of conduct. Students can also reach out to the course coordinator, Katy Armstrong, karmstrong@mines.edu or the head of the department, Wendy Winter-Searcy, wwsearcy@mines.edu, the course is being offered through. The department head can investigate and work with the faculty member to resolve course-related concerns. Students' final point of contact is the Dean of Students, Derek Morgan, dmorgan@mines.edu, who can make any final decisions.

Disability Support Services:

Disability Support Services (DSS) works collaboratively with students, faculty, and staff to minimize barriers and support an accessible campus community. When barriers to access occur, Disability Support Services work one-on-one with students to determine accommodations and facilitate access to programs and services. If you've been approved for accommodations through Disability Support Services, please contact your professor to confirm receipt of your accommodation letter and to discuss the implementation of accommodations in this course. Please visit mines.edu/disability-support-services for more information or to request accommodations.

Digital Accessibility:

The Colorado School of Mines is committed to supporting an accessible digital environment for all members of our community, including students with disabilities. If you have an accessibility concern with Canvas or any digital materials or software used in this course, please contact your professor or request support from Information & Technology Solutions. Please visit <https://www.mines.edu/accessibility/> for more information.

Student Outreach & Support (SOS) Resources:

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 submit a referral for yourself. As a community of care, we can help one another get through difficult times. 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 mines.edu/sos.

Student Outreach and Support can help connect you with a variety of resources; some of those might include:

- Counseling Center – <https://www.mines.edu/counseling-center/> or students may call to make an appointment. There are also online resources for students on the website. Located in the Wellness Center 2nd floor. Located at 1770 Elm St.



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- Health Center - <https://www.mines.edu/student-health/> or students may call to make an appointment. Located in Wellness Center 1st floor.
- Colorado Crisis Services - For crisis support 24 hrs/7 days, either by phone, text, or in person, Colorado Crisis Services is a great confidential resource, available to anyone. <http://coloradocrisisservices.org>, 1-844-493-8255, or text "TALK" to 38255. Walk-in location addresses are posted on the website.

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

Diversity and Inclusion:

At Colorado School of Mines, we understand that a diverse and inclusive learning environment inspires creativity and innovation, which are essential to the engineering process. We also know that in order to address current and emerging national and global challenges, it is important to learn with and from people who have different backgrounds, thoughts, and experiences.

Our students represent every state in the nation and more than 90 countries around the world, and we continue to make progress in the areas of diversity and inclusion by providing [Diversity and Inclusion programs and services](#) to support these efforts.

Center for Academic Services and Advising (CASA):

CASA provides a variety of services to support students during their time at Mines. Please see www.mines.edu/casa for a complete list of current support services.

The Writing Center:

The Writing Center is a free academic support service for undergraduate and graduate students. Professional consultants and peer tutors provide support with all forms of communication including technical and scientific reports, academic essays, and oral presentations. Students can make an online or in-person appointment at any stage of their project, from brainstorming to final revisions.

To learn more about their services and to make an appointment, please visit writing.mines.edu. For questions, please e-mail writing@mines.edu

Participating in this Course

Expectations for Participation:

Classroom: Participation is a significant portion of your grade in this course. You are expected to be on-time to class and stay for the full class time. You are also expected to come to class prepared and ready to engage with your peers. It is your responsibility to communicate in advance to your faculty that you will be late.

There will be in-class group work and oral participation requested. If you experience communication differences that impede your learning, please reach out. Your faculty may be able to support your participation through a different approach or modality.



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Assignments: This class will have assignments where you will be applying content reviewed in class to your own career planning. You should expect to spend between 1-3 hours on this course each week outside of class. In this class, you will complete your assignments independently.

Profile in Canvas:

As part of the learning experience at the Colorado School of Mines, our class will be utilizing online learning resources and experiences through the Canvas learning management system. In order to help build community in this online learning environment, you are encouraged to upload your profile picture to Canvas. Photos should be similar to the photos taken for passports or state identification cards.

Course Schedule

Course Schedule

Date	Topic	Assignments
1/6	Week 1: Welcome & Course Kick-Off <ul style="list-style-type: none">Course Welcome, Syllabus & ExpectationsChallenge Cards & ReflectionAddress AI (HiTA)	Assignment Due: None Preparation for Next Week: <ul style="list-style-type: none">AI in the job searchResume Basics4 Effective Ways to Highlight Soft Skills on Your Resume in 2024NACE Career Competency reading (optional)
1/13	Week 2: Resumes <ul style="list-style-type: none">Include a brief demo of DiggerNet at start	Assignments Due: <ul style="list-style-type: none">Course Goal Discussion Post (Canvas)Tell me about yourself? (optional)



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		<p>Extra Credit Due (optional): Focus2Career, “My Career Involvement” Assessment</p> <p>Preparation for Next Week:</p> <ul style="list-style-type: none"> • 10 tips to prep • How-To Develop an Elevator Pitch • Recruiter Pet Peeves
1/20	<p>Week 3: Company Research & Career Days</p> <ul style="list-style-type: none"> • Intro to Career Days • Activity: Company Research • Recruiter guest to teach elevator pitches • Activity: Elevator pitches 	<p>Assignment Due:</p> <p>Preparation for Next Week: None – Enjoy Career Days!</p>
1/27	No Class (Career Days Week)	
2/3	<p>Week 4: Values in the Job Search</p> <ul style="list-style-type: none"> • Activity: Work Values assessment • Activity: Company assessment 	<p>Assignment Due:</p> <p>Preparation for Next Week: Intro to CliftonStrengths</p>
2/10	<p>Week 5: Strengths</p> <ul style="list-style-type: none"> • Facilitated by faculty or guest facilitator 	<p>Assignment Due:</p> <p>Preparation for After Fall Break:</p> <ul style="list-style-type: none"> • Interviewing Tips (optional)
2/17 (Break)	Fall Break	
2/24	<p>Week 6: Interviewing</p> <ul style="list-style-type: none"> • Career Day debrief and next steps (show thank you message) • Interviewing Basics • STAR Technique • Activity: STAR Method brainstorm • Activity: Mock Interview 	<p>Assignment Due:</p> <p>Preparation for Next Week:</p>
3/3	Week 7: Professional Communication in the Job Search	<p>Assignment Due:</p> <ul style="list-style-type: none"> • Mid-Semester Check-In Discussion post (Canvas) <p>Preparation for Next Week:</p> <ul style="list-style-type: none"> • Salary Negotiation: Common Mistakes • Offer/Salary Negotiation Overview
3/10	<p>Week 8: Salary and Offer Negotiation</p> <ul style="list-style-type: none"> • Activity: Mentimeter 	Assignment Due:



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	<ul style="list-style-type: none"> Activity: Negotiation Role Play 	Preparation for Next Week: None – Enjoy Spring Break!
3/17	Spring Break	
3/24	Week 9: HR Simulation <ul style="list-style-type: none"> Partnership with Mines HR 	Assignment Due: Preparation for Next Week: <ul style="list-style-type: none"> Creating your personal brand Complete “Personal Brand” worksheet
3/31	Week 10: Building Your Brand <ul style="list-style-type: none"> Networking How-to’s Activity: Shared Commonality LinkedIn Activity: Professional Branding Informational Interviewing 	Tentative Mock Interview Night Assignment Due: <ul style="list-style-type: none"> Personal Brand Worksheet Preparation for Next Week: <ul style="list-style-type: none"> Look up guest speaker on LinkedIn/online
4/7	Week 11: Guest Speaker-Networking & Career	Assignment Due: Preparation for Next Week: <ul style="list-style-type: none"> <i>Dependent on topic</i>
4/14	Week 12: Freebie Sample Options (could be one; could be combo): <ul style="list-style-type: none"> Going to grad school Final presentations (ePortfolio) Open time for questions/open topic Working Internationally Guest Speaker 	Assignment Due: Preparation for Next Week: <ul style="list-style-type: none"> Transition from school to work 5 Tips for an office Unspoken rules: Look up guest speaker on LinkedIn/Online
4/21	Week 13: Transitioning from School to Work <ul style="list-style-type: none"> Mentimeter: Hopes, dreams, fears to entering the workforce Guest Speaker (50-60 minutes) Course Wrap Up Last Day of Class	Assignment Due: <ul style="list-style-type: none"> Final Goal Reflection Post

Assignment Summary

Assignment	Due Date	Points
Goal-Setting Discussion Post		10
Resume		25



Strengths		20
Mid-Semester Goal Check-in Discussion Post		5
Practice Interview		25
Cover Letter		15
Salary & Negotiation Exercise		15
Personal Brand Worksheet		5
Developing Your Networking Skills		20
Final Goal Reflection Discussion Post		10
Last Possible Submission Date		
Course Attendance & Participation		100

Extra Credit: Students can raise their course grade through three extra credit opportunities. Students may complete all four extra credit opportunities. Students may only complete each extra credit option once. Each extra credit is worth 3 points.

1. **Focus2Career:** Focus2Career is a career exploration and readiness tool. Students can earn extra credit through completing the “My Career Planning Involvement” assessment on the homepage and uploading their results to Canvas. Additional instructions can be found on Canvas. This extra credit opportunity must be completed before Week 2 of the semester.

The below extra credit opportunities may be completed anytime before the last day of class.

2. **Interstride and Working Internationally Exploration:** On Canvas, complete a guided assignment that will have you use the website Interstride to explore a career abroad.
3. **Professional Development Event Reflection:** Participate in a campus professional development opportunity and write a brief reflection on the experience. Examples of possible events include: Career Days, Info sessions, Industry Panels, Career Center Workshops, Professional Development Workshops. This is not an exhaustive list and as long as you can connect how attendance at the event enhanced your professional growth and development, it can be considered for credit. To receive credit for attending additional events and programs, students are expected to provide a 400-800 word Reaction Paper (no specific format required) within one week of the event. 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.
4. **Advising Appointment:** Meet with any Career and Professional Development Advisor in the Career Center or meet directly with your course faculty. Advising appointments can be scheduled through DiggerNet or by email.