## Program Change Request

### New Program Proposal

**Date Submitted:** 04/11/16 9:59 am  
**Last edit:** 09/06/16 12:18 pm  
**Changes proposed by:** shark

**Viewing:** **PHSX-CRTU: Astrophysics of Origins**

**Academic Career:** Undergraduate, Lawrence  
**Program Type:** Certificate  
**Department/Program:** Physics & Astronomy (PHSX)  
**School/College:** College of Lib Arts & Sciences  
**Consulting School(s)/College(s):** College of Lib Arts & Sciences  
**Consulting Department(s):** Physics & Astronomy  
**CIP Code:** 40.0299  
**Program Name:** Astrophysics of Origins  
**Do you intend to offer a track(s)?** No  
**Location(s) of Instruction:** Lawrence  
**Do you intend for this program to be offered online?** No  
**Effective Catalog:** 2017 - 2018

### In Workflow

| A. CLAS Dean or Associate Dean | 09/23/16 1:51 pm  
| B. Provost’s Office | 10/20/16 9:57 am  
| C. CLAS Undergraduate Program and Course Coordinator | 10/28/16 10:49 am  
| D. CUSA Subcommittee | 11/03/16 11:22 am  
| E. CUSA Committee | 11/09/16 8:35 am

| F. CAC | 09/06/16 12:18 pm  
| G. CLAS Final Approval | 10/20/16 9:57 am  
| H. QRIP CIP Approval | 11/03/16 11:22 am  
| I. Provost’s Office | 11/09/16 8:35 am  
| J. Future Academic Catalog | 11/09/16 8:35 am

### Approval Path

- **A.** CLAS Dean or Associate Dean: Approved for CLAS Dean or Associate Dean
- **B.** Provost’s Office: Approved for Provost’s Office
- **C.** CLAS Undergraduate Program and Course Coordinator: Approved for CLAS Undergraduate Program and Course Coordinator
- **D.** CUSA Subcommittee: Approved for CUSA Subcommittee
- **E.** CUSA Committee: Approved for CUSA Committee
Program Description

A deep interest in the practical benefits of space, as well as an interest in the wonders of astrophysics, have wide across the STEM disciplines. Time to pursue the study of astrophysics, cosmology, and exobiology at the major or even minor level, is, however, constrained by a tight schedule for STEM majors. A certificate program in astrophysics will have a sizable and enthusiastic audience both in CLAS and in the School of Engineering, especially Aerospace Engineering.

Demand/Need for the Program

As mentioned above, a general interest in astrophysics is common among students in the STEM disciplines. We believe that these students will be enthusiastic about this certificate since it does not require the significant additional course load associated with a minor. Indeed, the first two courses in this certificate (General Physics I and General Physics II) are requirements for all majors within the School of Engineering and for the following CLAS majors: B.S. and B.A. Astronomy, B.S. Chemistry, B.S. Geology, and B.A. and B.S. Physics. All of these students are thus halfway to the completion of this certificate program simply because of the requirements of their majors. We believe that these students would thus be readily disposed to complete the certificate. Furthermore, we felt that this certificate program will be an excellent gateway for these students into minors (and perhaps even majors) within our department.

Comparative/Locational Advantage

Access to comprehensive curriculum components in astronomy, astrobiology and astrophysics is not available elsewhere in the state.

Admission Requirements

None.

Degree Requirements

1. PHSX 210 (General Physics I for Engineers, 3 credit hours) or PHSX 211 (General Physics I, 4 credit hours) or PHSX 213 (General Physics I, Honors, 5 credit hours).
2. PHSX 212 (General Physics II, 3 credit hours)
3. Any two of the following courses: ASTR 391 (Physical Astronomy, Honors, 3 credit hours); ASTR 394 (Quest For Extraterrestrial Life, 3 credit hours); PHSX 594 (Cosmology and Culture, 3 credit hours).
This certificate thus requires between 12 and 14 credit hours.

Faculty Profile

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip Baringer</td>
<td>Ph.D.</td>
<td>0.5</td>
</tr>
<tr>
<td>Hume Feldman</td>
<td>Ph.D.</td>
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<tr>
<td>Chris Fischer</td>
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<tr>
<td>Steven Hawley</td>
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<tr>
<td>Michael Murray</td>
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<tr>
<td>Steven Sanders</td>
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<tr>
<td>Judy Wu</td>
<td>Ph.D.</td>
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<tr>
<td>Hui Zhao</td>
<td>Ph.D.</td>
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</table>

Student Profile

<table>
<thead>
<tr>
<th>Anticipated student enrollment</th>
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<tbody>
<tr>
<td>Full Time</td>
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<tr>
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</tr>
<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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</tbody>
</table>

Anticipated number of program graduates

| After 5 Years | 20 |

PHSX-CRTU: Astrophysics of Origins https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...
## Anticipated number of program graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 7 Years</td>
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<td></td>
<td></td>
<td>30</td>
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</tbody>
</table>

## Academic Support
None.

## Facilities and Equipment
None.

## Program Review, Assessment, Accreditation
Program success will be assessed through its demand, as measured in increasing enrollments over time.

## Costs, Financing

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Year 2</td>
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<td>0</td>
<td>0</td>
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</table>

What is the source of the new funds?
N.A.

## Rationale for proposal
Based on our highly successful interdisciplinary science minor in astrobiology, we see an opportunity to encourage the open-ended curiosity about nature at the largest scales that many students in highly technical programs already have. An additional benefit is that the program provides a context to study how cultures around the world explore cosmology, the story of our Universe's origins, in a manner that increases appreciation for diversity.

## Additional Information
Many of the courses in this certificate program also part of the KU Core.

PHSX 210: Goal 1.1
PHSX 211: Goal 1.1, Goal 1.2, and Goal 3
ASTR 391: Goal 1.2 and Goal 3
ASTR 394: Goal 1.1
PHSX 594: Goal 4.2.

We believe that this increases the demand for this certificate.

## Supporting Documents

<table>
<thead>
<tr>
<th>Program Reviewer Comments</th>
<th>Approval Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridget Bradley (bbradley) (09/06/16 12:18 pm): Approved by Dean Lejuez to forward to Provost/Program review on 9/6/16.</td>
<td></td>
</tr>
<tr>
<td>Bridget Bradley (bbradley) (10/28/16 10:49 am): Sending to Academic Policies and Awards subcommittee on 11/1/16</td>
<td></td>
</tr>
<tr>
<td>Bridget Bradley (bbradley) (11/03/16 11:22 am): Approved by Policies and Awards subcommittee on 11.1.16</td>
<td></td>
</tr>
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</table>

Key: 530
Political Science Departmental Honors

1. Eligibility:

Departmental Honors: Undergraduate majors may qualify for departmental honors. Please contact the Political Science department for required courses. Undergraduate majors in the department with senior standing, The student must have a minimum 3.5 GPA in Political Science and a minimum overall grade point average of 3.25 overall GPA are eligible to enroll in departmental honors and a minimum grade point average of 3.5 in political science course work. These GPA levels also These averages must be achieved at the end of the candidates's final semester for both in-residence and combined work.

2. Procedures:

Majors wishing to pursue the honors program must file a declaration of intent form with the department's Undergraduate Studies Coordinator no later than at enrollment for the final semester of undergraduate study. Normally students will be expected to enroll at the beginning of their senior year of study, for two consecutive semesters.

Students pursuing honors will enroll in POLS 498, Honors Thesis, with an individual faculty member who has agreed to serve as thesis adviser, thus accepting responsibility for directing the honors research project. Enrollment for 3 hours for two consecutive semesters in POLS 498 is usually expected. In unusual cases students may enroll for 6 hours in one semester, doing all the thesis work in that period.

3. Requirements for graduation with honors:

Completion of a written research project which has been read and approved by a committee of at least three members of the College faculty (of whom at least two must be political science faculty, including thesis advisor). The committee will then certify successful completion of the honors thesis enrollment. Work considered by the project director to be less than "A" quality will not be considered for honors and will not be presented to the committee for approval. The written report is expected to be more than an extended term paper, while something less than a graduate-level thesis. It must reflect analysis and perceptive understanding of the subject matter being studied.

4. Research timetable:

It is strongly recommended that students follow a relatively strict schedule in completing their research studies, in order to avoid having the honors oral examination come very late in the final semester. The following timetable is recommended:
1. The program meets CLAS requirements for departmental honors. A research design should be submitted by Consult the middle department before the beginning of the first semester of enrollment.

   1. At the latest, the first draft of the written report should be completed approximately 2 months before the end of the semester in which honors are to be awarded (e.g., March 15, or October 15)

   2. At the latest, the final draft of the written report should be completed 1 month before the end of the semester in which honors are to be awarded.
EVRN 615: Capstone Project
Credit hours: 3

Catalog description
The capstone project provides students with a broad-based, interdisciplinary educational experience and allows them to integrate and synthesize the knowledge they have gained in their environmental studies major. It rejoins the cohort that has separately pursued the BA/BGS and BS tracks and places them in situations in which they address real world environmental issues with a team approach and produce professionally meaningful analytical reports. Prerequisite: Junior standing; EVRN 320, EVRN 332, and EVRN 460. Restricted to declared Environmental Studies majors. LEC.

Rationale
This course involves professional preparation, on-site supervised, hands-on experiential learning. The course is regularly used to assess the learning outcomes of our degree programs using rubrics.

LA&S 470: Job Search Strategies for Liberal Arts & Science Majors
Credit hours: 1

Catalog description
This course is designed to introduce students to the fundamentals of planning and organizing job search strategies. Emphasis is placed on practical application of employment search tools for post-graduation employment or graduate school admission, stressing the value of the arts and sciences degree in the labor market.

Rationale
The job search process can be intimidating for soon to be college graduates. Many of these students struggle to understand how to leverage their college experience in securing professional employment. As a result, it is important to provide these students the necessary breadth and depth combing academic strengths, interests, and specialized knowledge in the context of career aspirations, as they look to enter the workforce and beyond. This course will provide practical skills and knowledge to help students directly apply for post-graduation jobs or graduate school admission. Although this course is only 1 credit, it could be combined with another course such as LA&S 485 or LA&S 490 to fulfill the 3 credit requirement.

LA&S 475: Professional Career Management
Credit hours: 3

Catalog description
This advanced career development course studies the theories of career development, organizational and industrial psychology, and human resources. Students will learn theories from these areas and understand how to apply them to their own professional career, future career transitions, and lifelong career progression.

Rationale
An important aspect of an academic curriculum should be to help students understand and manage
lifelong career development and professionalism. When envisioning the future, many students consider immediate post-graduation needs but may fail to consider future professional career management, life and career transitions, and career progression. This online course will teach students theories of career development, industrial and organizational psychology, and human resources to assist students in applying these theories to their own professional lives through assignments and simulations, focusing on such topics as professional relationship management, supervisor/supervisee roles and relationships, salary and benefits management, business culture, human resources management/talent search/recruitment, job and/or career transitions, and more—all of which are important to consider when striving for lifelong professional success and progression.

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**LA&S 480: Preparing for International Careers**  
Credit hours: 2

**Catalog description**  
LA&S 480. Preparing for International Careers. 2 Hours U. This course, delivered through an 8-week seminar and week-long study abroad experience, teaches the fundamentals of executing an international job search. The course is open only to participants admitted to the Preparing for International Careers study abroad program. Students must complete a study abroad application and be approved before enrolling in the course. LEC.

**Rationale**  
This study abroad course helps students navigate the global economy by developing a broader understanding of the different work cultures, economies and opportunities for international employment. It is a practical, hands-on course that teaches the fundamentals of executing an international job search. During the spring break experience students will meet with international organizations, KU alumni, and graduate schools. During the seminar students will complete reflective assignments focusing on their personal career goals. Each component of the course has been carefully constructed to help students develop their own personal definition of an international career in the context of their own career plans. Note: Students are encouraged to take LA&S 470: Job Search Strategies (1 credit). Please see attached syllabus for more details.

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**LA&S 485: Global Career Management**  
Credit hours: 3

**Catalog description**  
This global career development course studies the theories of cross-cultural communication and analyzes the global economy to help students apply these concepts to their own lifelong career management.

**Rationale**  
According to recent research, employers indicate students struggle with translating what they learn in class to professional endeavors (Gallup, Inc., 2013; Mourshed, Farrell, & Barton, 2012). This course assists students to leverage their academic learning in order to succeed as a globally focused professional. Specifically, it helps students navigate the global economy by developing a broader understanding of different work cultures, economies and opportunities for international and global
Employment. Cultures are becoming increasingly interconnected; therefore, a person’s career is more likely than ever to cross borders and entail collaboration with international partners. In order to be successful professionally, one needs to be able to work across cultures. The Global Career Management course will build upon the international experiences students are having at KU and also allow any student to gain lifelong knowledge and skills to be successful in a global job search or career transition, by assisting them to articulate their skills and value through a cross-cultural perspective to potential employers.

LA&S 490: Internship Exploration
Credit hours: 3

Catalog description
This course provides credit for supervised practical experiences in an occupational area of interest. In addition to the work-related activity, students complete reading and writing assignments, participate in an on-line discussion and create a final portfolio of internship accomplishments. Hours of credit recorded (1-5) are based on number of hours at internship site and agreement of instructor. Credit hours will be assigned a letter grade. Repeatable for up to 5 credit hours, provided the internship experiences are different.

Rationale
Internships represent a learning strategy that integrates practical work experience with a directed, reflective, academic component to help develop personal and academic competencies. Study, reasoning, reflection, theoretical and/or conceptual exploration supplement the work experience to help develop new skills and knowledge. A primary and fundamental objective of the internship course is to help students develop the competency of self-directed learning while reflecting on their internship experience and how it can help them reach their future career goals.

LING 420: Capstone: Research in Language Science
Credit hours: 3

Catalog description
This course provides a foundation for designing, conducting, and critically evaluating quantitative and qualitative research in the language sciences. Topics include formulating a research hypothesis, participant selection, ethical considerations, the scientific method, dependent and independent variables, data collection, descriptive and inferential statistics. Instruction builds discipline-specific knowledge and skills for career preparation. Students apply their knowledge of linguistics to formulate a research hypothesis and design an experiment to evaluate this hypothesis.

Rationale
Department-Specific Experiential Course Option (minimum 3 credits) This course provides an on-site practicum in Linguistics. Supervised on-site instruction to build discipline-specific knowledge and skills for career preparation, entry, and development. Students are mentored in succeeding in the workforce (oral and written communication, ethics). This course documents student learning of knowledge and skills with formative evaluations and mastery with summative evaluations (rubrics for both oral and
POLS 494: Washington Semester Intern Seminar  
Credit hours: 3

Catalog description  
Intern seminar in Washington, D.C. Students meet weekly during Washington Semester program, in speaker/seminar format. Participation is expected, and a term paper is a requirement. Prerequisite: Consent of instructor.

Rationale  
This course provides students skills for career preparation, entry and development.

POLS 495: Topeka Semester Intern Seminar  
Credit hours: 3

Catalog description  
Intern seminar at statehouse in Topeka. Students meet weekly during this program, in speaker/seminar format. Participation is expected, and a term paper is a requirement. Prerequisite: Consent of instructor. FLD.

Rationale  
This course provides students skills for career preparation, entry and development.

POLS 496: Washington Semester Fieldwork  
Credit hours: 3

Catalog description  
Supervised internships in public and private agency offices in the Washington, D.C. area. This course is open only to students who are participating in the department's organized, supervised, semester-long Washington internship program. In order to be eligible for the program, students must have junior or senior standing, an overall grade-point average of 2.75, must have completed POLS 110 and have a 3.0 grade point average in all political science courses. Course will be graded satisfactory/unsatisfactory. Prerequisite: Consent of instructor is required prior to enrollment. FLD

Rationale  
This course provides students skills for career preparation, entry and development.

POLS 497: Topeka Semester Fieldwork  
Credit hours: 3

Catalog description  
Supervised internships in public and private agency offices in the Topeka area. This course is open only
to students who are participating in the department’s organized, supervised, semester-long Topeka internship program. In order to be eligible for the program, students must have junior or senior standing, an overall grade point average of 2.75, must have completed POLS 110 and have a 3.0 grade-point average in all political science courses. Course will be graded satisfactory/unsatisfactory. Prerequisite: Consent of instructor is required prior to enrollment. FLD

**Rationale**
This course provides students skills for career preparation, entry and development.

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**PUAD 691: Internship in Public Administration**
Credit hours: 3

**Catalog Description**
Designed to provide public administration students an applied learning experience in either a public or nonprofit organization. Open to majors in Public Administration only.

**Rationale**
PUAD 691 serves as an on-site internship experience for PUAD majors. Students complete 120 supervised hours in an internship related to their career area of interest. In addition to completing the hours they submit an evaluation from their internship supervisor and a reflective paper. The paper is meant to serve as an application of theory and scholarship from their coursework to their internship experience. I have attached the reflective paper assignment here.

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**SPLH 568: Introduction to Audiological Assessment and Rehabilitation**
Credit hours: 4

**Catalog description**
Introduction to methods for assessing and treating hearing disorders in adults and children, as well as conditions that result in hearing loss. Course includes clinical observation and extensive hands-on experience with clinical techniques.

**Rationale**
This course provides a discipline-specific introduction to the profession of audiology. Students participate in in-class discussion and engage in hands on experience with clinical techniques through a weekly lab. Students build their basic knowledge of clinical techniques (e.g., pure tone audiometry) used by audiologist. They also learn about different career opportunities within audiology and learn state and national requirements (licensing, credentialing, ethical practices) for practicing as an audiologist. The combination of lecture and laboratory practice allows students to practice skills (formative assessment) before being assessed for mastery (summative assessment).

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**SPLH 571: Introduction to Speech-Language-Pathology**
Credit hours: 4

**Catalog description**
This course provides training in clinical management of communicative disorders in children and adults. Principles of evaluation, application of diagnostic information, intervention planning, intervention process, data collection and application, report writing, and interactions with parents and other professionals are examined. Participation in observation and laboratory activities is required.

**Rationale**
This course provides a discipline-specific introduction to the profession of speech-language pathology. Students participate in in-class discussion and observe speech-language pathology practice in our on-campus clinic. Students build their basic knowledge of clinical techniques used by speech-language pathologists. They also learn about different career opportunities within speech-language pathology and learn state and national requirements (licensing, credentialing, ethical practices) for practicing as a speech-language pathologist. Students complete a semester long case study to learn the skills needed to succeed in the workforce (e.g., interpret diagnostic data, identify treatment goals, write reports to communicate this information to families). Work on the project is distributed throughout the semester so that students receive both formative and summative evaluations.

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**THR 307: Undergraduate Theatre Internship**
Credit hours: 3

**Catalog description**
Supervised study with an approved theater company or project. May be repeated for credit. No more than six hours may be applied to the B.A. or B.G.S. degrees. Prerequisites: Consent of instructor and at least seven hours credit in the department.

**Rationale**
Students intern directly with a theatre company to practice assigned duties (e.g., administrative work, teaching young people, assisting with casting, etc.). Internships are also intended to satisfy KU Goal 6.

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**THR 507: Acting Professionally**
Credit hours: 3

**Catalog description**
This course prepares students for entering the world of professional acting. It includes study in audition techniques such as prepared auditions, cold readings, interviews, and musical auditions. Emphasis is placed on developing portfolios as well as acquainting students with professional contract, unions, and agents and other aspects of the profession. Open to theatre major and minor students. Prerequisite: THR 306.

**Rationale**
This department-specific course (formerly taught as THR 406 Audition Techniques) prepares students for professional acting careers (per course description). It includes faculty-supervised, on-site instruction to build upon acting knowledge and skills for preparation, entry, and development in professional acting careers. The course documents students' formative and summative learning with prepared auditions, practice interviews, portfolios, acting resumes, etc. with respective rubrics.
THR 560: Collaborative Production
Credit hours: 3

Catalog description
Seniors collaborate as a theatre company to create an original production that integrates several of the following areas: improvisation, playwriting, acting, directing, dramaturgy, design, technical production, and stage management. Collaboration of group project approved in advance with advice, approval, and supervision by at least one instructor. Prerequisites: Senior level and consent of at least one instructor.

Rationale
Our entrepreneurial theatre alumni tend to create independent, not-for-profit theatre companies by devising original performances for audiences. This course prepares seniors to create on an original production, much like an emerging theatre company of collaborative artists. Students are supervised and evaluated on-site by at least one theatre faculty instructor who documents formative and summative learning with rubrics (see attached).
LA&S 470 Topics and Problems:  
Job Search Strategies for Liberal Arts & Sciences Students

Syllabus – Fall 2016

COURSE DESCRIPTION:
This online course is designed to introduce students to the fundamentals of planning and organizing job search strategies. Emphasis is placed on identification of individual goals, assessment of talents, exploration of career options, and effective use of employment search tools (e.g., resumes, cover letters, interviewing, networking and management of career pathways). The course stresses the value of the arts and sciences degree in the labor market and develops job search skills that will be useful throughout life.

COURSE CREDIT: 1 credit hour course, primarily for junior or senior students.

DELIVERY METHOD: online

INSTRUCTOR: Erin Wolfram       Technology Strategist
              P: 864-7676    Email: ewolfram@ku.edu  Office: Kansas Union, 4th floor

Hunter Finch       Graduate Teaching Assistant  Office: 320 Anschutz Library
              P: 864-3624   Email: hunterfinch@ku.edu

REQUIRED:

- You must have access to reliable internet, email, and a webcam throughout the semester to complete the coursework. If you do not feel you will have these resources, you will need to drop the course.
- All assignments should be turned in by the assigned due dates.
- Since this class is taught online, communication relies on email. If your KU email account is not your main account, make sure your non-KU account is connected to your KU account.
- You will need to check your KU email account and access Blackboard regularly (at least once per week at the beginning of each week minimally).
- This course requires you to have had certain experiences and/or be willing to participate in certain experiences over the course of the semester in order to complete some assignments. This is explained fully in the assignments section in Blackboard.

COURSE PURPOSE:
The purpose of this course is to assist Liberal Arts and Sciences students in assessing the value of their education/skills and managing their own career and employment search. The course will facilitate the development of life-long skills used in career development: self-assessment, career/employment researching and networking, job search skills, career management and adaptability to the changing world of work.

Job Search Strategies for Liberal Arts and Sciences Students provides the opportunity to learn and practice career planning and job searching strategies that will be useful throughout life.

LA&S 470 and the Career Advancement Program:
The Career Advancement Program (CAP) is a program available to students at The University of Kansas based on seven dimensions of employability to help students advance their career development through educational resources, experiential activities, and reflection. By completing this course, you will fully complete the Career Advancement Program, a program offered by the University Career Center. When you earn at least an 80% (typically 8 out of 10) on specific assignments, you will also earn skill-based badges based on the seven dimensions of employability. These badges may be represented on your resume and/or displayed on the web on social media, blogs, etc.
COURSE OBJECTIVES:
At the completion of LA&S 470 – Job Search Strategies for Liberal Arts & Sciences Students, students will be able to:
- Assess personal strengths, skills, interests and values that influence the career search
- Identify marketable skills developed from a liberal arts education and demonstrate how to convey the value of transferable skills to employers
- Utilize networking strategies to identify future employment alternatives
- Construct a professional resume that clearly outlines student’s unique skills and qualifications
- Research resources to assist with the employment search and acquire organizational knowledge
- Effectively use online professional networking sites
- Demonstrate an understanding of the dynamics of interviewing and effectively present their unique contributions in an online mock interview setting

COURSE EXPECTATIONS:

Grading scale for grammar and punctuation:
- Assignment is well-written, easy to read and understand, and has few, if any, grammar and punctuation errors: -0
- Assignment is well-written, easy to read and understand, has some significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -1
- Assignment doesn’t flow as well as it could and is sometimes difficult to follow; significant grammar and punctuation errors exist (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -2
- Assignment is not well-written, is not easy to read and understand, and has several significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -3

Late assignments
Assignments will be submitted in Blackboard and are due by 11:59 p.m. on the indicated due date. It is assumed that you will exhibit professionalism throughout the course, just as you would when conducting a job search, which includes completing your work by the stated deadline. Because there are no exams in the class, your entire grade is based on your assignments. Therefore, it is extremely important to pay attention to deadlines and submit your assignments on those due dates. Late assignments will not be accepted unless you have an emergency and coordinate arrangements with your instructor.

NOTICE: If you have a technological issue or other emergency, you need to contact your instructor IMMEDIATELY—issues relayed after the due date will not be considered. Call your instructor and leave a message if necessary or send an email. Also, be sure to CHECK YOUR GRADES REGULARLY to ensure assignments were received. If there is a discrepancy, please contact your instructor within 1 WEEK OF THE DUE DATE OF THE ASSIGNMENT.

Blackboard
Course assignments, announcements, and grades will be posted in Blackboard. You will also submit nearly all of your assignments in Blackboard. Your username and password are the same as those used for your KU exchange account. If you do not use a KU exchange account, go to the Blackboard login page for instructions on how to register your username and password. Also, if the University does not have a record of the e-mail account that you use, you should register your e-mail account on the Blackboard main page under “Personal Information.” If you do not do this, e-
mails sent to you will be returned to sender, and you will be deleted as a user of Blackboard. To access the site, go to <http://courseware.ku.edu/>.

**The Nature of an Online Course**
All assignment descriptions, materials, and examples are described or listed in Blackboard. Please reference these materials before completing the assignments. Please call or email your instructor with additional questions, or set up an appointment.

**Response time:** Your instructor will attempt to respond to any emails or phone calls from students received during normal business hours (M-F, 8a.m. – 5p.m.) within 24 hours; however, a 24 hour response may not always be possible. Emails received over the weekend may take longer.

**Academic Misconduct**
Note on Academic Misconduct: All written assignments must be the student's original work. For your information, Article II, Section 6 of the Rules and Regulations of the University Senate, defines academic misconduct which you can read more about here: https://documents.ku.edu/policies/governance/USRR.htm#art2sect6

**Students with Disabilities**
The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please contact me privately in regard to your needs in this course.

**Tips for Success in an online course**
1. Technology can fail, so always save a copy of an assignment in your records.
2. Make sure you read and follow the syllabus and refer to the “Assignments” tab in Blackboard each week before completing your assignments or asking questions.
3. Read the weekly emails for updates and due dates. Know that all assignments are due on a Thursday.
4. Turn assignments in on time. If you have an emergency that will interfere with an assignment, contact your instructor immediately before the assignment due date to make arrangements.
5. Check grades often in Blackboard, and notify instructor if you find a discrepancy immediately (within one week of the posting date).
6. Please refer to the syllabus, course Blackboard site, and course emails before contacting your instructor with a question, as most questions can be answered through these documents.
7. Proofread ALL assignments before submitting, as points will be taken off for grammar and punctuation errors. If needed, utilize the KU Writing Center, which is available to both on-campus and online students. Also, consider typing your assignments in Word and use grammar and spellcheck before submitting to Blackboard.
8. If you are having any issues with assignments or technology, make an appointment to speak with instructor. You can communicate via phone or Skype for Business, if needed. If wifi goes down on campus, find a public place that has wifi to complete your assignments.

**Schedule of assignments and due dates for course:**
You will receive an email every Monday; it is required that you read these emails, as they contain important information regarding assignments and the class to help you stay on track.

**Week 1 assignments due 8/25**
- Submit Initial Career Survey

**Week 2 assignments due 9/1**
- Course orientation assignments:
  - 5 question quiz
  - discussion intro
Week 3 assignments due 9/8
  • Academic Learning modules and reflection

Week 4 assignments due 9/15
  • Focus assessment

Week 5 assignments due 9/22
  • Professional Skills modules and two reflections

Week 6 assignments due 9/29
  • Keyword and job title assignment
  • Occupational research worksheet

Week 7 assignments due 10/6
  • Experiential Learning modules and two reflections

Week 8 assignments due 10/13
  • Action Plan Worksheet

Week 9 assignments due 10/20
  • Career Maturity Reflection

Week 10 assignments due 10/27
  • Meaningful Connections modules and two reflections

Week 11 assignments due 11/03 (except quiz, which is due 11/06)
  • Career Management modules
  • Live resume webinar and quiz

Week 12 assignments due 11/10
  • Resume assignment

Week 13 assignments due 11/17 (except quiz, which is due 11/20)
  • Global Perspective modules and two reflections
  • Live interview webinar and quiz

Week 14 assignments
  • Thanksgiving Break!

Week 15 assignments due 12/1
  • Mock interview assignment

Week 16 assignments due 12/8
  • Final career survey
  • Evaluations
Course Description
This course stresses the value of the arts and sciences degree in the labor market and develops basic job search skills to help students navigate the job search process. Students will learn to perform an effective job search by evaluating the skills and knowledge gained through the students’ academic curriculum at The University of Kansas and applying it to their personal career goals. Emphasis is placed upon identification of individual career goals, analysis of the job market, and effective use of employment search tools (e.g., resumes, cover letters, interviewing, networking and management of career pathways).

LA&S 475 and the Career Advancement Program
The Career Advancement Program (CAP) is a program available to students at The University of Kansas based on seven dimensions of employability. It is designed to help students advance their career development through educational resources, experiential activities, and reflection. This course fulfills two out of seven dimensions needed to complete the CAP certificate program: Academic Learning and Career Management. Additionally, other components of the course significantly prepare you to fulfill other dimensions such as career maturity, professional skills, and meaningful connections via the online fulfillment options in the CAP Blackboard space. Each of the seven dimensions can be completed either by taking a specific course or completing online modules. For more information on CAP or to declare your interest in completing the program, visit career.ku.edu/cap.

Descriptions of Academic Learning and Career Management

Academic Learning: developing and excelling at a course of study that provides both breadth and depth combining academic strengths, interests, and specialized knowledge in the context of career aspirations

Career Management: developing and employing the skills necessary to successfully navigate the job search process and making informed, sound judgments in relations to lifetime career progression

Requirements:
- You must have access to reliable internet, email, and a webcam throughout the semester to complete the coursework. If you do not feel you will have these resources, you will need to drop the course.
- All assignments need to be turned in by the assigned due dates.
- Since this class is taught online, communication relies on email. If your KU email account is not your main account, make sure your non-KU account is connected to your KU account.
- You will need to check your KU email account and access Blackboard regularly (at least once per week at the beginning of each week minimally).

Americans with Disabilities Act: The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please also contact me privately in regard to your needs in this course.

The following is Article II, Section 6 of the Rules and Regulations of the University Senate, revised as of August 2006.
2.6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.
Blackboard

Course assignments, announcements, and grades will be posted in Blackboard. You will also submit nearly all of your assignments in Blackboard. Your username and password are the same as those used for your KU exchange account. If you do not use a KU exchange account, go to the Blackboard login page for instructions on how to register your username and password. Also, if the University does not have a record of the e-mail account that you use, you should register your e-mail account on the Blackboard main page under “Personal Information.” If you do not do this, e-mails sent to you will be returned to sender, and you will be deleted as a user of Blackboard. To access the site, go to <http://courseware.ku.edu/>.

The Nature of an Online Course

All assignment descriptions, materials, and examples are described or listed in Blackboard. Please reference these materials before completing the assignments. Please call or email your instructor with additional questions, or set up an appointment to talk via phone or Skype for Business.

Response time: Your instructor will attempt to respond to any emails or phone calls from students received during normal business hours (M-F, 8a.m. – 5p.m.) within 24 hours; however, a 24 hour response may not always be possible. Emails received over the weekend may take longer.

Course Grading

All assignments will be graded on critical thinking, spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions on the website. Since you are aware of all assignments and due dates from day one of the semester, late work WILL NOT be accepted. If you have a technological issue or other emergency, you need to contact your instructor IMMEDIATELY—issues relayed after the due date will not be considered. Call your instructor and leave a message if necessary or send an email. Also, be sure to CHECK YOUR GRADES REGULARLY to ensure assignments were received. If there is a discrepancy, please contact your instructor within 1 WEEK OF THE DUE DATE OF THE ASSIGNMENT.

Grammar and Punctuation

It is expected that your assignments will be written using proper grammar and punctuation, as the work for this class should reflect the professionalism you should exude in a professional workplace.

All discussions, as well as other writing assignments will be graded on grammar and punctuation. Some assignments such as the resume, cover letter, thank you letter, and mock interview have their own rubric which includes grammar and punctuation points. Assignments that do not include a specific rubric will be graded on grammar and punctuation using the following:

Grading scale for grammar and punctuation:

- Assignment is well-written, easy to read and understand, and has few, if any, grammar and punctuation errors: -0
- Assignment is well-written, easy to read and understand, has some significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -1
- Assignment doesn’t flow as well as it could and is sometimes difficult to follow; significant grammar and punctuation errors exist (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -2
- Assignment is not well-written, is not easy to read and understand, and has several significant grammar and punctuation errors ((i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -3

Tips for Success in an online course

1. Technology can fail, so always save a copy of a document in your records. If for some reason you absolutely cannot post an assignment as directed, you can email it your instructor with an explanation.

2. Make sure you read and follow the syllabus and refer to the “Assignments” tab in Blackboard each week before completing your assignments or asking questions.

3. Read the weekly emails for updates and due dates. Know that all assignments are due on a Thursday.
4. Turn assignments in on time. Late work will not be accepted! If you have an emergency that will interfere with an assignment, contact your instructor immediately before the assignment due date to make arrangements.

5. Check grades often in Blackboard, and notify instructor if you find a discrepancy immediately (within one week of the posting date).

6. Please refer to the syllabus, course Blackboard site, and course emails before contacting your instructor with a question, as most questions can be answered through these documents.

7. Read all instructional materials prior to completing the corresponding assignments.

8. Proofread ALL assignments before submitting, as points will be taken off for grammar and punctuation errors. If needed, utilize the KU Writing Center, which is available to both on-campus and online students.

9. If you are having any issues with assignments or technology, contact your instructor. You can communicate via phone or Skype for Business.

10. If for some reason internet access is suddenly, temporarily unavailable for you, it is your responsibility to find a public place in which you can access the internet to complete your assignments and/or communicate the issues with your instructor. The public library, KU, and several local restaurants are places to consider.

Schedule of assignments and due dates for course (Late work will NOT be accepted!)

You will receive an email every Monday; it is required that you read these emails, as they contain important information regarding assignments and the class to help you stay on track.

**Week 1 assignments due 8/26**
- Read and interact with the syllabus
- Course orientation activities (worth 15 points)
- Read “The People Make the Place”
- Discussion Board 1 (worth 10 points)
- StrengthsQuest assessment - $10.00 fee (25 points)
- Initial career survey (5 points)

**Week 2 assignments due 9/2**
- Read “What’s Your Personal Social Media Strategy?”
- Discussion Board 2 (worth 10 points)
- Educational/learning materials
- LinkedIn assignment (worth 15 points)
- Resume tips material: tailored resume assignment is introduced.
- Informational Interview assignment is introduced

**Week 3 assignments due 9/9**
- Read “Recruitment and Selection: Hiring the Right Person”
- Discussion Board 3 (worth 10 points)
- Company/organization research assignment (worth 15 points)
- Tailored resume draft due and sent to your peer review partner

**Week 4 assignments due 9/16**
- Read “Job Analysis for a Changing Workplace”
- Discussion Board 4 (worth 10 points)
- Resume peer review is due in Blackboard and emailed to your partner (worth 10 points)

**Week 5 assignments due 9/23**
- Read “Mentor Networks and Career Success”
- Discussion Board 5 (worth 10 points)
- Final tailored resume is due (30 points)
- Cover letter tips material
- Tailored cover letter assignment (worth 25 points)
Week 6 assignments due 9/30
- Read “The Employment Interview”
- Discussion Board 6 (worth 10 points)
- Educational/learning materials
- Resume peer review feedback is due in Blackboard and emailed to your partner
- Mock interview assignment (worth 30 points)
- Mock thank you letter assignment (worth 5 points)

Week 7 assignments due 10/7
- Read “The Changing Nature of the Employment Relationship”
- Discussion Board 7 (worth 10 points)
- Salary & benefits negotiation materials
- Mock budget/cost of living calculator assignment (worth 15 points)
- Informational interview and thank you letter (worth 20 points)

Week 8 assignments due 10/14
- Read “Highly Human Jobs” and the document about career transitioning
- Discussion Board 8 (worth 18 points)
- Individual project response (worth 30)
- Final career survey (worth 5 points)
PREPARING FOR INTERNATIONAL CAREERS
LA&S 480 – Spring 2017
2 credit hours

Meeting day and time: TBD

Costa Rica: Julie Hamel julie.hamel@ku.edu
London Wendy Shoemaker: wshoe@ku.edu

Course Description
This study abroad course helps students navigate the global economy by developing a broader understanding of the different work cultures, economies and opportunities for international employment. Students will explore a variety of international career approaches through the two parts of the course: a seminar style course that meets 8 times during the spring semester and a week-long study abroad experience during spring break. Each part has been carefully constructed to help students develop their own personal definition of an international career in the context of their own career plans.

Course Objectives
In this course, students will:

- **Design** a career plan that reflects personal interests, occupational research and global employment trends.
- Demonstrate skills and knowledge associated with success in working internationally such as cross-cultural communication, **adaptability**, initiative and problem solving, during the seminar and spring break study abroad experience.
- **Build meaningful connections** by practicing effective networking techniques such as informational interviewing, leveraging social media effectively and participating in discussions (online and in person) with international alumni and students.
- Create professionally relevant and **targeted** job search materials such as an international CV and cover letter.
- **Thoughtfully explore** global work cultures, attitudes, and values.
- **Commit** to working hard and giving full effort to all aspects of this course, including representing KU well at any event associated with the course.

Class format
The course is comprised of two parts: an 8-week seminar and a Spring Break Study Abroad experience. Seminar time and the study abroad trip will be heavily reliant on student energy, initiative, participation and adaptability. Students who do well in this course demonstrate these qualities in both components of the course.

Course Text:
Hachey, Jean-Marc. *My World Abroad* (http://myworldabroad.com/KU) **course text is furnished online** (All readings are from this text, unless indicated otherwise)

LA&S 470: Job Search Strategies (1 credit hour)
You are encouraged to enroll in this online job search strategies course to learn specific strategies on developing your resume, writing a cover letter, interviewing, developing your LinkedIn profile and other helpful strategies related to the job search.

**Recommended Readings:**
Career.ku.edu/workingabroad – includes essential resources such as Going Global, Directory of American Firms working in Foreign Countries, Directory of Foreign Firms in the United States, and other helpful links.

**Blackboard:**
Most assignments will be submitted through Blackboard and grades can be monitored through the course gradebook. Important announcements about the course plus campus-wide activities and opportunities relevant to career exploration (internships, websites, guest speakers, information sessions, events, etc.) will be announced here.

**Facebook Page:** Preparing for International Careers 2017
A Facebook page has been created to share trip-related information including fun, tourist-type info, such as details about museum openings, local events, etc. This is a “secret” closed group to which only instructors and students are invited.

**LinkedIn group page:** KU International Careers Class
The group page is a closed group to alums of the course and current students. You will be responsible for joining the group after you have created your LinkedIn Profile.

**YouTube:** KUinternationalcareer
Username: kuinternationalcareer@gmail.com
Password: londoncostarica

**Course Credit:**
Final Letter grade determination will be calculated using the BlackBoard scale for +/-, please reference that website if you are curious about your exact letter score.

<table>
<thead>
<tr>
<th>Assignment Type</th>
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<td>Seminar assignments and participation</td>
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</tr>
<tr>
<td>Study Abroad assignments and participation</td>
<td>60</td>
</tr>
<tr>
<td>Post trip reflection assignments</td>
<td>75</td>
</tr>
<tr>
<td><strong>Points Possible</strong></td>
<td><strong>225</strong></td>
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**Seminar assignments and participation (90pts):**
This is a discussion-based course and therefore, you are expected to attend every scheduled class session. Students are expected to contribute thoughts and insights about the materials and topics on the syllabus. This requires active preparation on the student’s part; read the assignments before class meetings. Unless otherwise indicated, all assignments are due by the beginning of class.
1. **International Career Examples (10 pts):** Provide at least three examples of international careers—real people with real jobs. These should be uploaded to the class Facebook page. Each student is expected to contribute different and unique examples (you can't share what someone else has shared already as the intent is to get a variety of examples).

2. **Your Plan A (10 pts):** Where are you now? Describe your current career plans (industries you are considering, job titles of interest, connections to your major) and how they fit on the international career spectrum presented in class. Discuss how you plan to pursue these interests. This should be 1-2 pages in length, double-spaced.

3. **LinkedIn Profile (20 pts):** Create a complete profile on LinkedIn. Follow companies and join professionally relevant groups, including the KU International Careers Class group.

4. **Career Fair (15 pts):** You will visit the University Career Fair to learn about employment opportunities available in your personal areas of interest, both domestically and abroad. In our first class session, you will select one organization from a list of global companies participating in the fair. Together, we will walk through how to research an organization and properly prepare for a career networking event. After class, you will select an additional organization of interest, based upon the list of University Career Fair employers found on career.ku.edu. For both organizations, you will be asked to research and answer the following questions:

   1. Where is this organization based and with whom do they do business?
   2. What job openings and opportunities do they have?
   3. What is their mission and what clients do they serve?

   Before attending the fair, you will share your answers to these questions in class. After attending the career fair, you will combine your prior research with your reflections on the event into a one-page write up.

5. **Elevator Pitch (10 pts):** An elevator pitch is a short introduction that you might use to promote yourself to a potential employer. Your MyWorldAbroad readings provide multiple examples. Record a 30 second video of an Elevator Pitch to promote yourself to a potential employer and upload it to the class Youtube page. Come to class prepared to try your elevator pitch skills in a simulated situation with classmates and instructors!

6. **Attendance and Participation (25 pts):** Students will receive points for each class based on attendance, being prepared, and being engaged.
Study Abroad Trip assignment and participation (60 pts):

1. **Questions for Companies (10 pts):**
   Each student will research the companies and organizations slated for the London or Costa Rica itinerary. Craft 3 to 5 solid questions you can ask the representative during our visits while in London or Costa Rica. Upload your questions to Blackboard.

2. **Participation (25 pts):**
   Active participation while abroad is also crucial to this component of the course. All students are expected to arrive at their destination by the date specified, attend all scheduled itinerary events, dress professionally (business and business casual), conduct yourselves in a professional manner at all appointments, engage speakers at appointments, be punctual to all scheduled group events and outings and practice good communication skills (both with your colleagues and instructors as well as with all professional contacts). Inappropriate behavior and/or negative participation may result in reduced or no credit for this portion of the course.

3. **Informational Interview and Report (25 pts): See Appendix A**
   While abroad each student will be responsible for conducting one independent informational interview with a professional of the student’s choice. Students need to research industries and organizations of interest and demonstrate initiative to make an appointment prior to traveling to their spring break destination. This information and appointment should be secured and submitted to instructors prior to spring break. Each student will prepare and submit a 3-5 page follow-up report of their interview. This report needs to include the following 1) overview of the company or organization 2) brief biographical information of your contact you are interviewing 3) explanation for why you are interviewing your contact (industry interest, network contact, etc.) 4) list of interview questions 5) your summary and reflective reaction to the interview (hard copy due in class).

Post-trip Reflection assignments (75 pts):

1. **Job Search Materials: Resume, Cover letter (20pts, 10pts each):**
   Students will draft a resume and cover letter that reflect an international job search (hard copies due in class).

2. **Work Culture Assignment and Activity (30 pts): See Appendix B**
   To better understand the global economy, you will research how various aspects of work culture affect how business is done abroad. In class, you’ll randomly select a region of the world (i.e. – Eastern Europe) and will then pick a country in this area (i.e. – Ukraine). Once you’ve selected your country, you will compile a list of 10-15 facts addressing the following five areas of work culture: interviewing/networking techniques, work-life balance/benefits, conflict resolution, gender dynamics/hierarchies, and negotiation/decision making. In class, you will bring copies of your fact sheet, as well as participate in an activity where you will represent your respective country’s values.
Two weeks before the assignment is due, the instructors will share a sample fact sheet outlining the work culture and values of London or Costa Rica. Additionally, they will share a designated class resource page, compiled by KU Libraries, to aid your research process.

3. Final Reflection Paper (25 pts): See Appendix C

   Reflection paper that summarizes the development of your personal career plans throughout the course. Part 1: Review your “Plan A” and describe how it has changed as a result of this course – include the international dimension and pathway of this plan. Craft a “Plan B” that demonstrates your ability to adapt – does it have an international dimension and pathway? Part 2: Summarize what you have gained from this class. Include advice and information that you would relay to other students who are interested in exploring an international career. Part 3: Discuss how your resume reflects your Plan B. This should be **3-4 pages** in length, double-spaced.

**Class 1: Understanding International Careers**

**Discussion Topics:**
- Introduction to course, materials, and assignments.
- International careers: definitions, examples, important skills and attitudes, motivators (internal and external), and globalization in our day-to-day lives.
- The University Career Fair, conducting employer research, and State Department Information Session.
- LinkedIn: creating an online profile.

**Class 2: Internationalizing Your Career Plans**

**Discussion Topics:**
- Campus and area resources, volunteer and international opportunities.
- Important skills for any international career.
- Employers attending the University Career Fair.
- Preparing for the travel experience.

*DUE TODAY*

**Readings:**
- Quick Guide “The Four Parts to Acquiring Global Career Skills”
- Quick Guide “Your International IQ”
- Quick Guide “24 Ways to Help You Go International”
- The Four Big Things-International Skills - “The Effective Overseas Employee”
- The Four Big Things-Getting Experience - “Learn A Language” –“Top Tips” & “Language Learning and International Careers”

**Assignments:**
- Take the “What’s Your International IQ?” quiz on MyWorldAbroad (bring 3-5 discussion points to class).
• International Career Examples posted to class Facebook page.
• Share results of your Career Fair employer research.
• Plan A

Class 3: Building Meaningful Connections and Job Search

Discussion Topics:
• Research career opportunities abroad; US Multi-national/Trans-national companies (Goingglobal)
• Research academic opportunities abroad—graduate school, post grad options, etc.
• Using LinkedIn to build professional connections.
• Informational Interviews – success depends on strength of the connection and quality of the communication

DUE TODAY

Readings:
• The Four Big Things—Finding Work
  “Resources for the International Job Search”
  “The Job Search”
• The Four Big Things—Getting Experience
  “Intern Abroad”
• The Four Big Things—The Professions
• Quick Guide “Debunking the Myths: The Read Deal on International Work”

Assignments:
• LinkedIn Profile completed
• **Attend Career Fair on February 10th**

Class 4: Being Culturally Aware

Discussion Topics:
• An understanding of the North American work identity
• Host country: cultural competencies, social codes and behavior
• Work culture around the world – resources for exploring

DUE TODAY

Readings:
• The Four Big Things - International Skills
  “Living Overseas”
  “The North American Identity”
  “Myths & Realities”
• Quick Guide “The North American Identity in the Workplace”
• Quick Guide “Understanding Culture Shock”
• Quick Guide “Selling Your International Skills with an Elevator Pitch: A Short Description of Your Professional Skills”
Assignments:
• Career Fair Write-Up

Class 5: Promoting International Skills and Experiences
Discussion Topics:
• Comparing U.S. style professional documents with those from other countries
  (University Career Center: Resume, References & Cover Letter booklet)
• Practicing professional communication

DUE TODAY
Readings:
• The Four Big Things - Finding Work
  "International Resumes"
  "Covering Letters"
  "Selling Your International Skills"
• Quick Guide "International Resumes: Overview"
• Quick Guide "International Resumes: The Details"

Assignments:
• Elevator Pitch

Class 6: Maximizing the Travel Experience
Discussion Topics:
• Informational Interview strategies
• Itinerary & expectations for the travel week
• Cultural differences that might impact the travel experience
• Global work cultures

DUE TODAY
Readings:
• The Four Big Things - Getting Experience
  "Travel Smarts"
  "Stories from Abroad"
• Quick Guide “How to Be an Ethical International Volunteer”
• “Informational Interviewing” – career.ku.edu/informationalinterviews

Assignments:
• Work Culture Assignment

Class 7: Post Travel Reflection
Discussion Topics:
- Reactions and reflections
- Compare pre-trip and post-trip attitudes and expectations
- Reflections on Plan A
- Communicating your international experience on a resume

DUE TODAY

Readings:
- The Four Big Things – International Skills
  "Showcasing International Skills on Your Resume"

Assignments:
- Informational Interview report
- Bring list of 3 things (skills, attitudes, knowledge) you gained from the trip and a copy of your current resume

Class 8: Perspectives on International Careers & Wrap-Up

Discussion Topics:
- Discussion of career plans
- Reflect on international careers

DUE TODAY

Assignments:
- Final Reflection Paper
- Resume and Cover Letter
APPENDIX A

Informational Interview Guidelines

Each student will be responsible for conducting one independent informational interview with a professional of the student’s choice. Students need to research industries and organizations of interest and demonstrate initiative to make an appointment prior to traveling to their spring break destination. This information and appointment should be secured and submitted to instructors prior to spring break. Each student will prepare and submit a 3-5 page follow-up report of their interview.

This report needs to include the following:

1. Overview of the company or organization
2. Brief biographical information of your contact you are interviewing
3. Explanation for why you are interviewing your contact (industry interest, network contact, etc.)
4. List of interview questions
5. Your summary and reflective reaction to the interview (hard copy due in class).

Sample Questions

It’s important to get the maximum benefit in a limited amount of time so prepare solid questions that will guide your conversation. Utilize the ones below as a starting point.

1. Tell me about your career path. How did you get started doing this? What was interesting?
2. What education and training did you need to do this? Has anything changed?
3. What are critical skills that you need to have for this field?
4. What is an average day like? What are your major responsibilities?
5. What are some upcoming trends/challenges to the field that I should know about?
6. What advice would you give someone thinking about entering this field? Are there some related professions to this one? Can you think of anyone else I might talk to?

Informational Interview Grading Rubric

<table>
<thead>
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<th>Assignment</th>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Received</th>
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<tr>
<td>Informational Interview (3-5 page report)</td>
<td>Report contains overview of the company or organization</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report contains brief biographical information of your contact you are interviewing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report contains an explanation for why you are interviewing your contact (industry interest, network contact, etc.)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report contains a list of your interview questions</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report contains your summary and reflective reaction to the interview</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>25</strong></td>
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</table>
In My World Abroad, Jean-Marc makes a distinction between short-term experiences and long-term career commitments in the article, “Debunking the myths about how young professionals find international work”. Now that you understand that there is a wide array of what constitutes an “international career”, what is the international dimension of your career plans? During this course you have gathered information and a variety of perspectives and applied them to your career plans. This reflection paper is a summary of your career plans as they have evolved through this course. Are you more interested in short-term experiences or are you ready to commit to executing a long range career plan? What is the pathway you will take to accomplish these plans? How have these plans evolved as a result of this course? These are questions you will explore in this final reflection paper. See below for more details, criteria and point distribution for this assignment. This should be 3-4 pages in length, double-spaced.

### Final Reflection Paper Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points possible</th>
<th>Points received</th>
</tr>
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<tbody>
<tr>
<td><strong>Part 1 – Your Career plans</strong></td>
<td></td>
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</tr>
<tr>
<td>Review your “Plan A” and describe how it has changed as a result of this course – include the international dimension and pathway of this plan. What are the challenges to executing this plan?</td>
<td>5</td>
<td></td>
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<tr>
<td>Craft a “Plan B” that demonstrates your ability to adapt – does it have an international dimension and pathway? Discuss challenges to this plan.</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Part 2 – What you have learned</strong></td>
<td></td>
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<tr>
<td>Describe assumptions you made at the beginning of this course about international careers and how these assumptions have evolved.</td>
<td>5</td>
<td></td>
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<tr>
<td>Describe what you learned from this course, including advice you would give to other students.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>25</td>
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</tbody>
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SYLLABUS
LA&S 485 Global Career Management

Instructor information:
Melissa Johnson
Melissa.Johnson@ku.edu

Course Description
This global career development course studies the theories of cross-cultural communication and analyzes the global economy to help students apply these concepts to their own lifelong career management.

LA&S 485 and the Career Advancement Program
The Career Advancement Program (CAP) is a program available to students at The University of Kansas based on seven dimensions of employability. It is designed to help students advance their career development through educational resources, experiential activities, and reflection. This course fulfills two out of seven dimensions needed to complete CAP: Meaningful Connections and Global Perspective. Additionally, other components of the course significantly prepare you to fulfill other dimensions such as career management, career maturity, and professional skills via the online fulfillment options in the CAP Blackboard space. Each of the seven dimensions can be completed either by taking a specific course or completing online modules. For more information on CAP or to declare your interest in completing the program, visit career.ku.edu/cap.

Descriptions of Academic Learning and Career Management

Meaningful Connections: capitalizing on mutually beneficial relationships that expand perspective, build interpersonal communication skills and create access to opportunities.

Global Perspective: navigating the global economy by developing a broader understanding of the different cultures, economies and systems of the world and applying that perspective to the context of work.

Requirements:
• You must have access to reliable internet, email, and a webcam throughout the semester to complete the coursework. If you do not feel you will have these resources, you will need to drop the course.
• All assignments need to be turned in by the assigned due dates.
• Since this class is taught online, communication relies on email. If your KU email account is not your main account, make sure your non-KU account is connected to your KU account.
• You will need to check your KU email account and access Blackboard regularly (at least once per week at the beginning of each week minimally).

Americans with Disabilities Act: The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please also contact me privately in regard to your needs in this course.

The following is Article II, Section 6 of the Rules and Regulations of the University Senate, revised as of August 2006.
2.6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.
Blackboard
Course assignments, announcements, and grades will be posted in Blackboard. You will also submit nearly all of your assignments in Blackboard. Your username and password are the same as those used for your KU exchange account. If you do not use a KU exchange account, go to the Blackboard login page for instructions on how to register your username and password. Also, if the University does not have a record of the e-mail account that you use, you should register your e-mail account on the Blackboard main page under “Personal Information.” If you do not do this, e-mails sent to you will be returned to sender, and you will be deleted as a user of Blackboard. To access the site, go to <http://courseware.ku.edu/>.

The Nature of an Online Course
All assignment descriptions, materials, and examples are described or listed in Blackboard. Please reference these materials before completing the assignments. Please call or email your instructor with additional questions, or set up an appointment to talk via phone or Skype for Business.

Response time: Your instructor will attempt to respond to any emails or phone calls from students received during normal business hours (M-F, 8a.m. – 5p.m.) within 24 hours; however, a 24 hour response may not always be possible. Emails received over the weekend may take longer.

Course Grading
All assignments will be graded on critical thinking, spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions in Blackboard. Since you are aware of all assignments and due dates from day one of the semester, late work WILL NOT be accepted. If you have a technological issue or other emergency, you need to contact your instructor IMMEDIATELY—issues relayed after the due date will not be considered. Also, be sure to CHECK YOUR GRADES REGULARLY to ensure assignments were received. If there is a discrepancy, please contact your instructor within 1 WEEK OF THE DUE DATE OF THE ASSIGNMENT. Final grades are not weighted and are based on total points.

Grammar and Punctuation
It is expected that your assignments will be written using proper grammar and punctuation, as the work for this class should reflect the professionalism you should exude in a professional workplace.

All discussions, as well as other writing assignments will be graded on grammar and punctuation. Some assignments such as the resume, cover letter, thank you letter, and mock interview have their own rubric which includes grammar and punctuation points. Assignments that do not include a specific rubric will be graded on grammar and punctuation using the following:

Grading scale for grammar and punctuation:

- Assignment is well-written, easy to read and understand, and has few, if any, grammar and punctuation errors: -0
- Assignment is well-written, easy to read and understand, has some significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -1
- Assignment doesn’t flow as well as it could and is sometimes difficult to follow; significant grammar and punctuation errors exist (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -2
- Assignment is not well-written, is not easy to read and understand, and has several significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -3

Tips for Success in an online course

1. Technology can fail, so always save a copy of a document in your records.

2. Make sure you read and follow the syllabus and refer to the “Assignments” tab in Blackboard each week before completing your assignments or asking questions.

3. Read the weekly emails for updates and due dates. Know that all assignments are due on a Friday.

4. Turn assignments in on time. Late work will not be accepted! If you have an emergency that will interfere with an assignment, contact your instructor immediately before the assignment due date to make arrangements.
5. Check grades often in Blackboard, and notify instructor if you find a discrepancy immediately (within one week of the posting date).

6. Please refer to the syllabus, course Blackboard site, and course emails before contacting your instructor with a question, as most questions can be answered through these documents.

7. Proofread ALL assignments before submitting, as points will be taken off for grammar and punctuation errors. If needed, utilize the KU Writing Center, which is available to both on-campus and online students.

8. If you are having any issues with assignments or technology, make an appointment to speak with instructor. You can communicate via phone or Skype for Business.

Schedule of assignments and due dates for course (Late work will NOT be accepted!)
You will receive an email every Monday; it is required that you read these emails, as they contain important information regarding assignments and the class to help you stay on track. All assignments are due on a Friday.

Week 1 assignments due 10/28
- Go through the interactive syllabus thoroughly and complete the course onboarding assignment (15 points)
- Read “Your International IQ” and “The Ideal International Profile”
- Discussion Board 1 (worth 10 points)
- Self-evaluation: International IQ quiz and International Experience while in School (10 points each)
- Initial career survey (5 points)
- Introduction to LinkedIn assignment--due 3/31 (15 points)

Week 2 assignments due 11/4
- Read “How to: Build Your International Network Online” and “Three Skills Every 21st Century Manager Needs.”
- Discussion Board 2 (worth 10 points)
- Educational/learning materials
- LinkedIn assignment is due (worth 15 points)
- Introduction of Informational Interview and Thank You Letter Assignment – due week 7 (worth 20 points)

Week 3 assignments due 11/11
- Read “The Personal Quest for Building Global Competence: A Taxonomy of Self-Initiating Career Path Strategies for Gaining Experience Abroad.”
- Discussion Board 3 (worth 10 points)
- Educational/learning materials
- Job search timeline assignment (worth 25 points)
- Introduction of individual semester project (worth 40 points)--due 5/12

Week 4 assignments due 11/18
- Read “The North American Identity in the International Workplace” and “Global Firms in 2020: The Next Decade of Change for Organisations and Workers.”
- Discussion Board 4 (worth 10 points)
- Educational/learning materials
- Tailored resume assignment (worth 30 points)

Week 5 assignments due 11/25
- Read “13-22 of Global Firms in 2020: The Next Decade of Change for Organisations and Workers” and “Cultural Awareness in the Multicultural Workplace” and visit geert-hofstede.com/countries.
- Discussion Board 5 (worth 10 points)
- Educational/learning materials
- Cover letter assignment first draft provided to peer review partner and submitted in Blackboard (10 points)

Week 6 assignments due 12/2
- View “The Surprising Workforce Crisis of 2030 and How to Start Solving It Now.”
- Discussion Board 6 (worth 10 points)
- Educational/learning materials
- Mock interview (worth 30 points)
• Mock interview thank you letter (5 points)
• Peer review rubric sent to partner and submitted in Blackboard (10 points)

**Week 7 assignments due 12/9**
• Read “Culture at Work,” “24 Ways to Go International,” and “Why You Need International Skills.”
• Informational interview and thank you letter (worth 20 points)
• Discussion Board 7 (worth 10 points)
• Cover letter assignment submitted to instructor (worth 25 points)

**Week 8 assignments due 12/16**
• Read “2014 US Business Needs for Employees with International Expertise.”
• Discussion Board 8 (worth 10 points)
• Training program individual project (worth 40 points)
• Final career survey (worth 5 points)
SYLLABUS
LA&S 490: Internship Exploration

Instructor information:
Melissa Johnson
Melissa.Johnson@ku.edu

Course Description
This course will provide credit for supervised practical experiences in an occupational area of interest. In addition to the work-related activity, students will complete reflective and career development assignments, as well as create a web portfolio of internship accomplishments. Credit hours will be assigned a letter grade A-F (+/-). Hours of credit recorded (1-5) are based on number of hours at your internship site and agreement of instructor. Prerequisites: consent of instructor, secured internship

LA&S 490/EPSY 575 and the Career Advancement Program
The Career Advancement Program (CAP) is a program available to students at The University of Kansas starting fall 2015 and is based on seven dimensions of employability. It is designed to help students advance their career development through educational resources, experiential activities, and reflection. This course fulfills two out of seven dimensions needed to complete the CAP certificate program: Experiential Learning and Professional Skills. Additionally, other components of the course significantly prepare you to fulfill other dimensions such as career maturity, meaningful connections, and career management via the online fulfillment options in the CAP Blackboard space. Each of the seven dimensions can be completed either by taking a specific course or completing online modules. For more information on CAP or to declare your interest in completing the program or certificate, visit career.ku.edu/cap.

Descriptions of Experiential Learning and Professional Skills

Experiential Learning: engaging in purposeful, meaningful experiences outside of the classroom in order to expand and enhance academic, personal and career interests through guided reflection

Professional Skills: demonstrating skills that employers value for successful transition to the workplace such as planning and prioritizing work, communication, problem solving, teamwork and collaboration, and leadership

Internship Purpose
Internships represent a learning strategy that integrates practical work experience with a directed, reflective, academic component to help develop personal and academic competencies. Study, reasoning, reflection, theoretical and/or conceptual exploration supplement the work experience to help develop new skills and knowledge. A primary and fundamental objective of the internship course is to help students develop the competency of self-directed learning. Self-directed learning requires self-motivation and interest. Multiple support systems have been developed to assist students in this learning endeavor.

Requirements
Students must work a minimum of 8 hours per week as an intern (This can earn you 1-3 credits / 15+ hours per week can earn you 1-5 credits)—the more credits, the more tuition but the coursework stays the same.

In addition:
- If applicable, receive permission to enroll in 4-5 credits, and you MUST select the number of credits in which you are enrolling when you enroll in Enroll & Pay, as it will default to 1 credit.
- The first week of class you will need to complete the signature document in Blackboard and the internship information form. These need to be received by 8/26.
- You must have access to reliable internet, email, and a webcam throughout the semester to complete the coursework. If you do not feel you will have these resources, you will need to drop the course.
• **Assignments:** web space, learning objectives, discussions, mid-term and final evaluations by you and your supervisor, an internship spotlight, and demonstrated achievements from your internship.

• Since this class is taught online, communication relies on email. If your KU email account is not your main account, make sure your non-KU account is connected to your KU account.

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**Americans with Disabilities Act:** The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at [http://disability.ku.edu](http://disability.ku.edu). Please also contact me privately in regard to your needs in this course.

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**The following is Article II, Section 6 of the Rules and Regulations of the University Senate, revised as of August 2006.**

2.6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; **knowingly misrepresenting the source of any academic work**; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; **plagiarizing of another's work**; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

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**Schedule of assignments and due dates for course (Late work will NOT be accepted!)**

You will receive an email every Monday; it is required that you read these emails, as they contain important information regarding assignments and the class.

**IMPORTANT:** Many of your assignments will be turned in by posting on the website you are required to create for the course. It is recommended you use Weebly to create your website; however, if you are comfortable using another program to create your site, feel free to use that program. However, I may not be able to assist you with any issues you have with another program. In addition, step-by-step instructions will be provided for Weebly only.

**Week 1 assignments due 8/26**
- Turn in signed internship document with signatures and the complete the information form in Blackboard. You may scan and attach the signed document in Blackboard, or you may take a photo of the signed document and attach the photo in Blackboard. (10 points)
- Initial career survey (5 points)

**Week 2 assignments due 9/2**
- Course Orientation Assignments (20 points)
- Discussion 1: introductory discussion (10 points)

**Week 3 assignments due 9/9**
- Learning objectives assignment (15 points)

**Week 4 assignments due 9/16**
- Discussion 2 (10 points)

**Week 5 assignments due 9/22**
- Demonstrated achievement 1 (10 points)
- Revised learning objectives assignment (10 points)

**Week 6 assignments due 9/30**
- Discussion 3 (10 points)

**Week 7 assignments due 10/6**
- Demonstrated achievement 2 (10 points)

**Week 8 assignments due 10/14**
- Discussion 4 (10 points)
- Mid-term evaluations due via links in Blackboard (student evaluation and employer evaluation) (15 points each)

**Week 9 assignments due 10/21**
- Demonstrated achievement 3 (10 points)

**Week 10 assignments due 10/28**
- Discussion 5 (10 points)

**Week 11 assignments due 11/4**
• Demonstrated achievement 4 (10 points)

**Week 12 assignments due 11/11**
- Discussion 6 (10 points)

**Week 13 assignments due 11/18**
- Demonstrated achievement 5 (10 points)

**Week 14 Thanksgiving Break!**

**Week 15 assignments due 12/2**
- Discussion 7 (10 points)
- Spotlight assignment (10 points)

**Week 16 assignments due 12/9**
- Final evaluations due via links in Blackboard (student evaluation and employer evaluation) (15 points each)
- Learning objectives reflections (10 points)
- Final career survey and consent form (5 points)

**Blackboard**

**Course assignments, announcements, and grades will be posted in Blackboard.** Your username and password are the same as those used for your KU exchange account. If you do not use a KU exchange account, go to the Blackboard login page for instructions on how to register your username and password. Also, if the University does not have a record of the e-mail account that you use, you should register your e-mail account on the Blackboard main page under “Personal Information.” If you do not do this, e-mails sent to you will be returned to sender, and you will be deleted as a user of Blackboard. To access the site, go to <http://courseware.ku.edu/>.

**The Nature of an Online Course**

All assignment descriptions, materials, and examples are described or listed in Blackboard. Please reference these materials **before** completing the assignments. Please email your instructor with additional questions, or you are welcome to set up a meeting via Skype for Business.

**Internship Course Grading**

All assignments will be graded on critical thinking, spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions on the website. Since you are aware of all assignments and due dates from day one of the semester, late work **WILL NOT** be accepted. If you have a technological issue or other emergency, you need to contact me IMMEDIATELY—issues relayed after the due date will not be considered. Email your instructor ASAP. Also, be sure to **CHECK YOUR GRADES REGULARLY** to ensure your assignments were received. If there is a discrepancy, please contact your instructor within **1 WEEK OF THE DUE DATE OF THE ASSIGNMENT**.

It is expected that your assignments will be written using proper grammar and punctuation, as the work for this class should reflect the professionalism you should exude in your internship.

**Grading scale for grammar and punctuation:**

- Assignment is well-written, easy to read and understand, and has few, if any, grammar and punctuation errors: **-0**
- Assignment is well-written, easy to read and understand, has some significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): **-1**
- Assignment doesn’t flow as well as it could and is sometimes difficult to follow; significant grammar and punctuation errors exist (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): **-2**
- Assignment is not well-written, is not easy to read and understand, and has several significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): **-3**
Tips for Success in LA&S 490/EPSY 575

1. Technology can fail, so always save a document in your records.

2. Make sure you read and follow the syllabus and refer to the “Assignments” tab in Blackboard each week before completing your assignments or asking questions.

3. Read the weekly emails for updates and due dates. Know that all assignments are due on a Thursday.

4. Read assignment descriptions and examples on the course website within the “Assignments” tab in Blackboard.

5. Turn assignments in on time. Late work will not be accepted! If you have an emergency that will interfere with an assignment, contact your instructor immediately before the assignment due date to make arrangements.

6. Check grades often in Blackboard, and notify instructor if you find a discrepancy immediately (within one week of the posting date).

7. Please refer to the syllabus, course Blackboard site, and course emails before contacting your instructor with a question, as most questions can be answered through these documents.

8. Proofread ALL assignments before submitting, as points will be taken off for grammatical and punctuation errors. Refer to the grammar and punctuation tips in Blackboard, if needed.

9. Read all instructional materials prior to completing the corresponding assignments.

10. If you are having any issues with assignments or your internship, make an appointment to speak with instructor. You can communicate via phone or Skype for Business, if you are not in the local area.

11. If for some reason internet access is suddenly, temporarily unavailable for you, it is your responsibility to find a public place in which you can access the internet to complete your assignments and/or communicate the issues with your instructor. The public library, KU, and several local restaurants are places to consider.