BU-416: Career Development

Fall 2024 Syllabus

School of Business and Communication, Chaminade University of Honolulu

Instructor:	Pam Estell, Ph.D. (please call me Pam ☺)
Email:	pamela.estell@chaminade.edu
Class Time & Location:	TTH 1:00PM – 2:20PM, Kieffer Hall 9
Office & Office Hours:	Kieffer Hall, Room 23, TTH 8:30AM-11:30AM by appointment

Required Books & Resources:

- A personal notebook computer
- An Internet connection
- Chaminade Canvas Learning Management System

<u>Textbook</u>: Blackett, Karine (2019). Career achievement: Growing your goals. 3rd Edition. New York: McGraw Hill
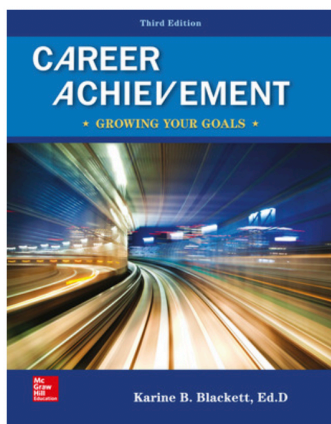
BU-416-01-1 Career Development (3 Credits)
Blackett, Karine
ISBN-13: 9781260070774
Textbook <u>ONLY</u>

Please check the CUH bookstore for competitive prices.
<u>Note</u>: This is the only option for students who have textbook Vouchers.

<u>Case Scenario</u>:

Sucher, S.J., & Preble, M. (2015). An Intern's Dilemma. Boston. Harvard Business Publishing Education.
https://hbsp.harvard.edu/import/1128376
(This case costs $4.95 and <u>must be purchased directly through the HBR link provided above</u>).

Course Description

Starting one's career is often both an exciting goal and a mystifying, overwhelming challenge. This course provides students with the knowledge and tools needed for successful career planning and entry. The course covers developmental issues, theories, and activities useful for career exploration. Also included are approaches to making career and lifestyle choices, societal trends that may affect career decisions, and self-management skills at work. Students develop an action plan for initiating their career and personal portfolio of resources for use in job search.

Course Overview

In Career Development students will prepare themselves for the modern job market. This includes a discussion of economics and job market trends, how to determine an appropriate career path, find employment opportunities, navigate the job application process, secure a position, and be a functional organizational team member. Students will have many hands-on opportunities to create, develop, and refine their skills and abilities and put them to use in creating a job portfolio to use as part of the job application process.

Program Learning Objectives (PLOs)

- **PLO1**: Communicate effectively regarding business related tasks, in both oral and written modes.
- **PLO 5**: Discuss the legal obligations of organizations and the ethical dilemmas they face, along with appropriate frameworks for addressing these dilemmas.

Course Learning Objectives (CLOs)

Upon completion of this course students should be able to:

1. Utilize appropriate concepts and vocabulary related to the career development process.
2. Describe the personal characteristics (e.g., interests, values, and skills) that influence career development.
3. Construct, arrange, and completely deliver professional address.
4. Evaluate your professional address and recommend future improvements.
5. Create professional documentation (e.g., resume, cover letter, and LinkedIn profile, personal portfolio).

Marianist Values

This course fulfills the following Marianist Value Objectives:

(2) Provide an integral quality education.
(4) Educate for service, justice, and peace.
(5) Educate for adaptation and change.

Alignment of Learning Outcomes: PLO, CLO with Marianist Values

	CLO1	CLO2	CLO3	CLO4	CLO5
Marianist Values	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5
Program Learning Outcomes (PLOs)	1, 5	1, 5	1, 5	1, 5	1, 5

Methods of Delivery

This class is run as a workshop, meaning, students will be expected to participate in and complete relevant activities to achieve course and program objectives. Methods of delivery include (but are not limited to) lectures, case studies, class exercises and/or activities, discussions, and guest speakers to name a few.

Course Expectations

Your final grade will be based on your performance on exams and quizzes, assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Please **DO NOT** bring guests/children to class.
- In case of class cancelation, you will be notified via Canvas and your Chaminade email.

As a matter of professionalism, I **DO NOT** accept late work. Early assignments, however, are always happily accepted! ☺

Computer Proficiency Expectations

Students in this course are expected to be proficient in the following technology areas:

- Canvas LMS
- Chaminade email
- Microsoft Word (or other word processing software)

Course Attendance Policy

Students are expected to attend class and log in to Canvas daily to check for course announcements, materials, and assignments. Class begins on time. Excessive lateness will be counted as an absence from class. Unexcused absences equivalent to more than a week of class will result in a final grade reduction for the course. More than three weeks of unexcused absences from class will result in failure of the course by the instructor. Excused absences include documented events such as: medically related conflicts, accidents, injuries, deaths, or sports.

Policies on Email Communication

Email Etiquette

- I strive to know all of my students by name as it makes our classroom environment much warmer and more welcoming. Having said that, I have many classes with many students. Please ensure that you include your 1) full name, 2) your class title, and 3) your section number (if applicable) when you send me an email. This helps me expedite my response and cut down on unnecessary email exchanges trying to find out what class you are in.
- Please be specific in your emails! I can't stress this enough. If you are asking a question about an assignment, please state the assignment you have a question about, and be as detailed as possible in the way you phrase your question(s). For example, something like, "I'm working on the research paper assignment in BUS 123. The instructions state that I need to include 3 credible resources. I'm vetting a source from Vox.com (attached below) and wanted to find out if it is appropriate for this assignment. Would you please review it and verify that it is acceptable?" is far more detailed and easier to answer right away than, "I'm working on the research paper but I don't know what a credible source is."
  - If you are asking multiple questions in one email, try using a numbered or bulleted list so I can respond to each question directly.
- Please be sure to read the *entire* syllabus, relevant supporting documentation in Canvas, and the *entire* assignment instructions (including supporting materials that have been provided with the assignment) BEFORE sending an email. Often the answers to your questions have already been addressed, you just didn't realize it. If you read through everything and still have questions, I'm happy to help ☺
- I consider sending email as professional preparation. Email is a primary method of communication in the workplace, so it is important to practice now. All emails should exercise professional language and use correct spelling and grammar.

Taking care in the way we email can save all of us time and energy, which is critical in such a busy time.

Response Times to Email

As many of you are aware, the nature of the Internet and email, specifically, creates an "always on" culture that blurs the boundaries of work life and home life. In an effort to protect this sensitive balance, I check my emails once daily (usually in the morning). If you send me an email message, you can expect a response by the next school day. Students should take care to plan ahead when sending emails. If an email is received on a Friday, the next school day is Monday. If a holiday interrupts our regular school schedule, emails will be returned the next day classes resume. Since all of our assignments are due on Sunday nights, it's imperative that students plan ahead. When you don't begin an assignment until Friday, Saturday, or Sunday, I will not be available to respond to your email concerns until the following school day (which is after the deadline).

Policy on the use of Generative AI (ChatGPT, Bing! Autopilot, and all others)

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style

While use of generative AI is permitted for the above activities, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (producing hallucinations). Beware that use of such programs may also stifle your own independent thinking and creativity.

The use of generative AI is **NOT** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Completing any type of group work that your group has assigned to you
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

You are responsible for the information you submit. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Citations of all AI generated content should be in APA 7th edition format.

Behavioral Expectations

You are expected to conduct yourself in a manner compatible with the college's function as an institute of higher learning. To uphold this principle in the face-to-face classroom, no cell phones, or "side conversations" that disrupt the learning process or interfere with the primary activity are allowed. Laptop computers may be used for taking notes or engaging in class activities. Please refrain from surfing the Internet, or using your computer for anything other than classwork. TEXT MESSAGING DURING CLASS IS NOT ALLOWED. Not only is it disruptive to those around you, it is distracting to the instructor and interrupts the learning environment. Students should silence their cell phones before entering class. I find this to be a very serious matter. Each student in this course has paid to receive an education, and inhibiting the learning of those around you via use of cell phone, personal computer, and/or visitation unrelated to coursework is not allowed. In the face-to-face and online course spaces, civil discourse must be adhered to in live, synchronous live, as well as asynchronous meetings, discussion rooms and/or interactions whether they are with the instructor or peers. When working online in any capacity, students should use proper netiquette at all times online.

Every student has the right to a respectful learning environment. In order to provide this right, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Any student who disrupts the class or communicates or behaves inappropriately or disrespectfully, as determined by the instructor and/or institution, will referred for disciplinary action.

Assessment Methods

Assessment methods include quizzes, exams, oral and written assignments, class discussions, class activities, and group work. Every effort will be made to return all student work within two-weeks of the due date.

Late Work

This class is designed as professional preparation. In the workplace, failure to submit projects by assigned deadlines leads to disciplinary action and/or termination. As such, late work is **NOT** accepted in this class. All work in this course will be due at 11:59PM HST on the assigned due date, at which point online submission boxes will promptly close. Assignments which are not submitted on or before their due date will receive zero credit. If you know you may have a conflict in advance, please reach out to me as soon as you find out so I can work with you to make alternate arrangements for assignment due dates. If you find that you are having technical difficulties, please contact the Chaminade IT Helpdesk for issues related to Chaminade technology. If you have documentation from the Helpdesk indicating that they have identified a problem with campus technology, I will allow you to submit the assignment once a resolution has been reached at no penalty to you. If students are unsure of their home/dorm technology, they should plan ahead to use the computer lab on-campus in order to submit work in a timely manner.

Grading & Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

Grading Distribution		Final Grade Requirements
Exam #1 = 50 points	LinkedIn Profile = 50 points	A = 900 or more
Exam #2 = 50 points	Mock Interview = 250 points	B = 800 to 899
Quizzes = 100 points	Portfolio = 100 points	C = 700 to 799
Informational Interviews = 150 points	Case Analysis = 50 points	D = 600 to 699
Resume Draft/Final = 100 points	**Total = 1,000 points**	F = Below 600
Cover Letter Draft/Final = 100 points		

Exams (50 points + 50 points = 100 points) CLO 1

Two major exams will cover material from class lectures, class discussion, guest speakers (if any), handouts and assigned readings. Exams may include multiple-choice, short-answer and essay questions. **There are absolutely no make-up exams without proper documentation** for your absence, which must be provided prior to the absence if at all possible. A missed exam will count as a zero.

Quizzes (10 @ 10 points each = 100 points) CLO 1

Ten quizzes will cover material from class lectures, discussions, videos, handouts and assigned readings. Each quiz has approximately 10 to 20 questions. Quizzes are due every Sunday by 11:59PM HST. **There are absolutely no make-up quizzes without proper documentation**, which must be provided prior to the missed quiz if at all possible. Any missed quiz will count as a zero.

Informational Interviews (3 @ 50 points each = 150 points) CLO 1, 2; PLO1

Students will utilize their personal professional network to schedule a 15–30-minute meeting with 3 professionals currently working in a career or industry of a students' interest. **Please plan for at least 5-7 business days from the time that you send a request to receive a response from your interviewee**. Ahead of the meeting date/ time, prepare at least 6 questions for your interviewee to help you learn more about their job.

Example questions include:
- What is a typical day like at your job?
- What got you interested in this field/job/organization?
- Which courses that you took in college were/are most beneficial to the work you do now?
- What are the key skills that one needs to be successful in this field?
- (Additional questions will be discussed in class.)

During the meeting, make sure to take notes on the professional's responses to your prepared questions. After the meeting, write a 500+ word reflection about what you learned during your interview. Treat this like a journal entry.

Questions you might consider answering in your journal entry include:
- What is one thing you learned from your informational interview that surprised you?
- What skills do you already have to enter your career field of interest? What do you still need to
- build and how might you do so?
- Do you still need more information about your career of interest? Who else might you need to connect with to get answers?
- After hearing about the day-to-day responsibilities, are you still interested in this career/industry, or do you need to pivot by thinking about other potential career paths?

To complete the informational interview assignment, you will submit your 500+ word journal entry, along with the name of the professionals you interviewed, the date of your interview, their title, and their organization to Canvas.

Resume Draft/Final (100 points) CLO 1, 4; PLO1

The purpose of this assignment is to give students the opportunity to begin archiving their professional experience in the form of a resume. At this point in your college career, your work experience is likely to vary quite a bit from your peers. The goal for this assignment is to learn to think about all of your different life experiences and learn how to cull them into a professional statement showing employers how your experience relates to a potential job. Students will work independently and in peer editing groups to develop and build a professional resume. The resume will be submitted in drafts to allow for content and visual design updates.

Your resume should be broken up into the following sections:
- Branding statement (optional)
- Objective (optional)
- Education (required)
- Experience (required)
- Related Skills (required)
- Activities and Achievements (required)

Cover Letter Draft/Final (100 points) CLO 1, 4; PLO1

Many job applications require a cover letter, which introduces you and your resume and lets the employer know why you are the right candidate for the job. This assignment is intended to:

- Ensure you can create a well-written, personalized cover letter regarding a position and connect the skills you possess and the experiences you have to those a specific employer needs.
- Increase your chances of standing out among other candidates during the application process.

Your cover letter should:
- Introduce yourself to an employer
- Present a well thought out thesis statement that is consistent with the context of the letter
- Be tailored towards a specific internship/job you are currently applying for -OR- be tailored towards an internship or job based on your industry or job function interests. If you choose this option, you will need to find a relevant position that is currently posted to help you construct a cover letter.

Students will work independently and in peer editing groups to develop and build their professional cover letter. The cover will be submitted in drafts to allow for content and visual design updates.

LinkedIn Profile (50 points) CLO 1, 4; PLO1

Students will use relevant information from the resume they have developed in order to create a professional LinkedIn profile.

Students should include the following information in their profile:
- Photo
- Headline
- Summary
- Experience
- Education
- Skills and Expertise
- Keywords
- Location & Industry

Mock Interview (250 points) CLO 1, 3, 4, 5; PLO1

A mock interview is a simulation interview conducted by volunteer business professionals in industry. The role of a mock interviewer is to advise about interviewing and give you feedback on your professional performance. Practice increases comfort and confidence in the interview process—it can also enhance your interviewing skills. In addition, mock interviews provide students feedback critical in assessing their current strengths and weaknesses, and pointing toward resources that can be helpful in making necessary adjustments.

In this assignment, during the last week(s) of the semester, an outside panel of 3 business professionals, in addition to the professor will conduct a mock interview with each student. Students will sign up for a time to complete their interview with the panel.

Prior to the mock interview, students will email their completed resume and cover letter to the instructor via email. The instructor will forward them on to the interview panel. On the day of the mock interview, students should bring 4 hard copies of their resume, as well as a notepad and paper for taking notes during the interview. Although firm interview questions will not be provided in advance (you don't get the interview questions in advance in real life!) we will do practice in class, which will prepare you to confidently respond to a variety of possible interview questions.

Students will be broadly assessed on the following criteria:
- Punctuality
- Professionalism
- Preparedness
- Presentation

Professional Portfolio (100 points) CO 1, 5; PLO1

Students will have the opportunity to create a professional portfolio to market their skills and experience. For this project, students will utilize Google Sites, a free software that allow students to curate relevant documents and artifacts that highlight their accomplishments.

Google sites should include the following sections (AT MINIMUM):
- About me
- Resume
- A link to your LinkedIn profile
- Sample work (including but not limited to photos of your past work or volunteer experience, writing samples, podcasts, multimedia, school projects, awards, recognitions, and more)

Students will be assessed on their completion of the above content sections as well as visual design, cohesiveness, and technical quality.

Case Analysis (1 @ 50 points each = 50 points) CLO 1, 2; PLO1 & 5
Students will complete one case analysis during the course of the semester. One of the best ways to truly learn course content is to examine the successes and failures of others who have struggled with real business problems, issues, opportunities, or challenges. The case study allows students to review a scenario or situation that actually occurred and analyze both the problems and potential solutions. Case studies allow students "sit in the drivers' seat" of an actual business scenario and determine how they might address the situation were you the one facing it. Details will be provided in Canvas.

Grading Standards

"A" students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete, but go beyond more than just the minimum requirements. Their assignments are turned in on time or early, exhibit proper style, grammar and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

"B" students miss a few classes during the semester. They usually read the assigned readings before class. Their assignments exhibit proper style, grammar and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

"C" students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All assignments are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Assignments are not always turned in on time and only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to attend class consistently, miss exams, written assignments; don't use rewrite opportunities.

Suggestions for Success

Manage your time wisely and stay organized! Learn how to use the required technology. Come to class prepared. Engage in the learning, discussions, and activities that take place in the classroom. Don't be distracted or distract others. Always do your best! ☺

Challenging a Grade on an Individual Assignment

Should a student find at any point during the semester that they wish to challenge a grade they have received on an assignment, they are welcome to do so. Following are the grade challenging guidelines:

- Students must wait 48 hours after receipt of their assignment before challenging the grade
- Grade challenges must be submitted in writing via email, in respectful and professional prose
- Students must articulate, based on the merits of their work (not on circumstances) and the guidelines of the assignment/rubric, why they feel their grade should be amended
- Students have up to 2 weeks to challenge an assignment grade, attempts to challenge a grade after 2 weeks from receiving an assignment back will be automatically forfeited

Students also retain the right to academic grievance for final course grades through standard Chaminade processes should they feel this step is necessary.

University-Wide Policies and Procedures

The following information pertains to university-wide policies and procedures for <u>all</u> classes.

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Violations of Academic Integrity
Violations of Academic Honesty and Integrity includes but is not limited to:
- Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Unauthorized Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work. ● Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX and Nondiscrimination Statement
Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies- procedures/

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ʻIke: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 37.5 hours in class, 24 hours preparing for the final mock interview, 8 hours studying for the midterm exam, and 10 hours studying for and taking the final exam. There will be an additional 55.5 hours of work required beyond what is listed here (course readings, weekly quizzes, homework assignments, etc.), averaging 3.7 hours each week.