



College of Education and Human Development

Department of Psychology

PSY 327: Career Development in Behavioral Sciences

Online Flex (Asynchronous, Accelerated) | Credits: 3 | Section: 90 | Term: Fall 2026 Accelerated (Oct 5 – Dec 14, 2026)

MILESTONE 1 PROJECT · Vocational Profile Report · 50 pts
Monday, October 19, 2026, 11:59 p.m. HST

MILESTONE 2 PROJECT · Career Launch Portfolio · 60 pts
Sunday, November 29, 2026, 11:59 p.m. HST

Only two due dates. All other work has no due date and closes with the course on Mon 12/14 (11:59 p.m. HST). No late work. Quizzes allow one attempt.

Instructor Information

Instructor	Abby Halston, Ed.D., NCC, LMFT <i>Associate Professor of Psychology and Chair of the BS in Psychology. I am a licensed marriage and family therapist, an AAMFT Approved Supervisor, and a longtime career mentor to behavioral-science students. I love helping students turn who they are into a plan they can act on.</i>
Email	abby.halston@chaminade.edu
Phone	808-739-4641
Office Location	Behavioral Sciences 111A
Virtual Office	Zoom link posted on the Canvas Start Here page
Virtual Office Hours	By appointment (Zoom or in person); email to schedule

Communication

Email (abby.halston@chaminade.edu) or Canvas Inbox is the best way to reach me. I respond within 24 hours Monday–Friday and within 48 hours on weekends and holidays. Course-wide updates are posted as Canvas Announcements, so please keep Announcement notifications turned on.

School & Department

College	College of Education and Human Development
Department	Psychology (BS in Psychology)
Location	Behavioral Sciences Building, Chaminade University of Honolulu
Phone	(808) 739-4641
Questions?	Contact your instructor or the College of Education and Human Development.

Course Description & Materials

Catalog Description

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the behavioral sciences, including anthropology, criminal justice, environmental studies, psychology, sociology, and social services.

Prerequisites: EN 102 and PSY 101.

Course Overview

PSY 327 is a hands-on career lab. You will learn who you are as a future professional, research real occupations and labor markets in Hawai'i, the U.S., and the world, and then build every document and skill you need to launch: a resume, cover letter, networking plan, elevator pitch, and a recorded mock interview. Everything you make lands in a Career Launch Portfolio you can use the day the course ends. The course is fully asynchronous and self-paced over 10 weeks, with only two milestone due dates, all lessons are text, curated video, and interactive practice, and every graded quiz is scored automatically in Canvas, while projects are graded with clear rubrics.

Course Snapshot

Modality	Online Flex — fully asynchronous and self-paced over 10 weeks. Only the two milestone projects have due dates; all other work has no due date and closes when the course ends (Mon 12/14, 11:59 p.m. HST). No synchronous meetings are required. Instruction is delivered through written mini-lessons, curated video, interactive tools, and auto-graded practice. There are no instructor lecture videos.
Time Commitment	This is a three-credit-hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10-week accelerated Flex term, students will spend approximately: • Guided lessons and curated video content (8 modules): 30 hours • Readings and career-resource exploration (OOH, O*NET, CareerOneStop, NACE): 22 hours • Career assessments and inventories (5): 10 hours • Knowledge checks, skill labs, and final exam (including preparation): 15 hours • Professional documents and applied projects (resume, cover letter, networking, pitch, mock interview): 38 hours • Milestone projects (Vocational Profile Report and Career Launch Portfolio): 20 hours Total: 135 hours (about 13.5 hours per week across 10 weeks).
Required Materials	No textbook purchase is required. All readings, assessments, and videos are free and linked in Canvas, including: • O*NET Interest Profiler, CareerOneStop Work Values Matcher and Skills Matcher, VIA Character Strengths, and IPIP Big Five • Occupational Outlook Handbook (BLS), O*NET OnLine, and Hawai'i DLIR labor-market data

	NACE Career Readiness Competencies; curated TED and career-coach videos on YouTube (captioned) A webcam or smartphone for recorded assignments.
Recommended Items	Chaminade Career Services (resume reviews, mock interviews, Handshake). APA Publication Manual (7th ed.) or Purdue OWL for APA style.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Nine modules (0–8) hold every lesson, video, quiz, and assignment. Announcements share reminders, submissions run through Turnitin-enabled assignments, and grades post automatically in the Canvas Gradebook.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the BS in Psychology, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
2. Demonstrate adaptation and change through the critical interpretation, design, and evaluation of psychological research.
3. Demonstrate effective written and oral communication within the field of psychology.
4. Explain the dynamic interaction among mind, body, and social influences as part of educating the whole person.

Course Learning Outcomes (CLOs)

Upon completion of PSY 327, the student will be able to:

1. Use personal and vocational assessments to identify interests, values, strengths, and limitations and to develop a viable behavioral-science career plan. (PLO 1, 4)
2. Use career resources such as the Occupational Outlook Handbook, O*NET, and labor-market data to analyze and evaluate career opportunities within cultural, local (Hawai'i), national, and global contexts. (PLO 1, 4)
3. Demonstrate effective job-application strategies, including resume and cover-letter development, networking, interview preparation, professional comportment, and appropriate responses to difficult or unlawful questions. (PLO 3, 4)
4. Explain the relationship between research and career development by evaluating evidence to make informed career and workplace decisions. (PLO 2, 1)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.

4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 327 is grounded most directly in Educate for Adaptation and Change. Careers in the behavioral sciences are shifting quickly because of technology, AI, remote work, and changing community needs, so students practice reading labor-market data, testing ideas, and revising their plans as they learn. The course also reflects Educate in Family Spirit through networking, peer feedback, and the reminder that careers are built in relationship with mentors and community, and Educate for Service, Justice and Peace through attention to fair hiring practices, students' rights during the application process, and careers that serve the people of Hawai'i. Students treat vocation as calling as well as job, which connects to Education for Formation in Faith.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change ('Āina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

In PSY 327, 'A'ohe pau ka 'ike i ka hālau ho'okahi guides the course: career knowledge comes from many hālau, including assessments, labor data, mentors, informational interviews, and lived experience. 'Ike aku, 'ike mai, kōkua aku kōkua mai frames networking and peer feedback as reciprocal relationships, not transactions.

Alignment of Course Learning Outcomes

CLO	PLOs	Marianist Values	Native Hawaiian Values	Assessments
CLO 1	1, 4	Formation in Faith, Integral, Quality Education	Mana, Na'auao	Milestone 1; Milestone 2; KC 1, 2, 7; Final Exam
CLO 2	1, 4	Adaptation & Change	'Āina	Milestone 1; Employer Brief; Networking; Milestone 2; KC 2, 3, 7; Final Exam
CLO 3	3, 4	Family Spirit, Service, Justice & Peace	'Ohana, Aloha	Resume; Cover Letter; Networking; Elevator Pitch; Mock Interview; KC 4–6, 8; Resume Lab; Lawful Lab; Final Exam
CLO 4	2, 1	Integral, Quality Education, Adaptation & Change	Na'auao, 'Āina	Employer Brief; Milestone 2; KC 3, 8; Final Exam

Gen Ed Outcomes: Not applicable.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous Flex course lets you set your own pace, but it still requires consistent, meaningful engagement with content, peers, and the instructor. Logging in without completing activities does not count as participation. Attendance is documented through Canvas activity and on-time completion of milestone work.

Students are expected to:

- Begin with the written Welcome Letter and Start Here pages in Module 0.
- Log in at least three times per week to review announcements, module pages, feedback, and grades.
- Complete the mini-lessons, videos, and Knowledge Checks for each module, using the weekly pacing guide.
- Contribute to the three required peer discussions (Let's Get Acquainted, Resume Swap Café, Pitch Practice Lounge) and give specific, kind, useful feedback.
- Submit every project to its Turnitin-enabled assignment, checking your work against the rubric first.
- Submit the Milestone 1 project by 10/19 and the Milestone 2 project by 11/29. Everything else has no due date but must be completed before the course closes Mon 12/14 at 11:59 p.m. HST. Late work is not accepted.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly Canvas announcements preview the module in the pacing guide, highlight key concepts, and remind students of milestone dates.
- **Substantive Engagement:** The instructor responds in the peer discussions, connects posts to career-development concepts, and shares job-search and Hawai'i labor-market resources.
- **Timely Feedback:** Every quiz gives instant scores and answer feedback. The instructor grades every project with its rubric in SpeedGrader and adds written feedback.
 - Email inquiries: response within 24 hours (M–F); 48 hours on weekends and holidays
 - Weekly graded work (Knowledge Checks, Skill Labs): scored automatically on submission
 - Major assessments/projects: written feedback within 5 school days of submission (Milestone 1 by 10/26; Milestone 2 within 7 school days of 11/29)
- **Monitoring & Outreach:** The instructor monitors Canvas activity weekly, contacts students who fall behind the pacing guide, and makes referrals to Kōkua 'Ike, Career Services, or Flex advising.

Course Assignments & Grading

How This Course Is Graded

PSY 327 uses two kinds of graded work:

- **Knowledge Checks and Skill Labs** (plus the Syllabus Quiz and Final Exam) are auto-graded Canvas quizzes with instant feedback. Every quiz allows one attempt.

- **Projects** (8) are submitted to Turnitin-enabled Canvas assignments and graded by the instructor with the rubric embedded on each assignment page and attached in Canvas. Students see the full rubric before they submit, and rubric scores and comments post in Canvas.
- **Turnitin** is turned on for every assignment in this course. Students can view their similarity reports. For recorded assignments, students upload a document with their script or prep packet and the recording link, so the written work still goes through Turnitin.

Assignments, Points & Due Dates

Assessment	Module	Points	CLOs	Due
Syllabus & Flex Orientation Quiz	0	10	—	No due date
Module 1 Knowledge Check	1	10	1	No due date
Module 2 Knowledge Check	2	10	1, 2	No due date
★ MILESTONE 1: Vocational Profile & Career Exploration Report	2	50	1, 2	Mon 10/19
Module 3 Knowledge Check	3	10	2, 4	No due date
Dream Employer & Workplace Issues Brief	3	30	2, 4	No due date
Module 4 Knowledge Check + Skill Lab: Resume Detective	4	20	3	No due date
Targeted Resume	4	30	3	No due date
Module 5 Knowledge Check	5	10	3	No due date
Tailored Cover Letter	5	25	3	No due date
Module 6 Knowledge Check	6	10	3	No due date
Networking Plan & Informational Interview	6	20	2, 3	No due date
Elevator Pitch (recorded)	6	20	3	No due date
Module 7 Knowledge Check	7	10	1, 2	No due date
★ MILESTONE 2: Career Launch Plan & Portfolio	7	60	1, 2, 4	Sun 11/29
Module 8 Knowledge Check + Skill Lab: Lawful or Not?	8	20	3, 4	No due date
Recorded Mock Interview	8	30	3	No due date
Final Exam (cumulative, 25 questions, 60 min)	8	25	1–4	No due date
TOTAL		400		

Points by Category

Category	Points	% of Grade
Syllabus & Flex Orientation Quiz	10	2.5%
Module Knowledge Checks (8 × 10)	80	20%
Skill Labs (2 × 10)	20	5%
Applied Career Projects (6)	155	38.75%
Milestone Projects (Milestone 1 + Milestone 2)	110	27.5%
Final Exam	25	6.25%
Total	400	100%

Course Policies

Late Work	Late work is not accepted. Only two assignments have due dates: the Milestone 1 project (Mon 10/19, 11:59 p.m. HST) and the Milestone 2 project (Sun 11/29, 11:59 p.m. HST). All other assignments, quizzes, and the Final Exam have no due date and may be completed at any pace until the course closes on Mon 12/14 at 11:59 p.m. HST, when Canvas locks them. Exceptions are made only for approved Kōkua 'Ike accommodations, or for documented emergencies discussed with the instructor before the deadline (see Incomplete Grade).
Extra Credit	No extra credit is available in this course. All quizzes allow one attempt.
Incomplete Grade	An Incomplete (I) may be considered only for documented, exceptional circumstances when a student has completed at least 75% of the coursework with a passing grade. A written agreement listing the remaining work and the completion timeline is required.
Turnitin	All file submissions are checked by Turnitin. By submitting, students agree that their work may be compared with Turnitin's database. Similarity reports inform, but do not by themselves determine, integrity decisions.
Course AI Use	AI tools may be used to brainstorm, practice interview questions, or check grammar, disclosed in a brief AI Use note at the end of the file. AI may not write graded documents, answer quizzes, or fabricate assessment results or interviews (see AI Statement below).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range	Points
A	90% and above	360–400
B	80–89%	320–359
C	70–79%	280–319
D	60–69%	240–279
F	59% and below	0–239

Important Information

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such

determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). 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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu · chaminade.edu/ada-accommodations · Sign up: chaminade.stellic.com
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/	A program for students, faculty and staff, who may feel	chaminade.edu/student-life/

Resource	Description	Contact / Website
SafeSwords	uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events.	security/campus-safeswords-program/

Weekly Course Schedule (Pacing Guide)

Note: This is a 10-week course. All modules open on day one. Weekly dates are a recommended pace. Only the two milestone projects have due dates, and everything else closes Mon 12/14 at 11:59 p.m. HST. The instructor reserves the right to modify this schedule; changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	Due Dates
10/5	Module 0: Start Here Module 1: Know Yourself	- Page: Welcome Letter from Dr. Halston - Page: Course Information & Getting Started - Page: How This Course Works (Flex, Milestones, Grading) - Quiz: Syllabus & Flex Orientation Quiz (10 pts) - Discussion: Let's Get Acquainted — 'Ike aku, 'ike mai (required, ungraded) - Page: Module 1 Lesson - Videos: Dinsmore, Wapnick, Cain - Activity: Complete the five assessments (save screenshots or PDFs of each result) - Quiz: Module 1 Knowledge Check (10 pts)	Add/drop through 10/13
10/12	Module 2: Explore the World of Work	- Page: Module 2 Lesson - Videos: Burnett, Smith - Quiz: Module 2 Knowledge Check (10 pts) - MILESTONE 1: Vocational Profile & Career Exploration Report — Turnitin submission, rubric-graded (50 pts)	Indigenous Peoples' Day 10/12 (offices closed)
10/19	Module 3: Research Meets Career	- Page: Module 3 Lesson - Videos: Dweck, Duckworth, Achor - Quiz: Module 3 Knowledge Check (10 pts) - Assignment: Dream Employer & Workplace Issues Brief — Turnitin submission, rubric-graded (30 pts)	★ MILESTONE 1 PROJECT DUE Mon 10/19, 11:59 p.m. HST. Flex WNR deadline Fri 10/23.
10/26	Module 4: Resumes	Page: Module 4 Lesson	No due dates

Wk of	Theme	Info / Activities	Due Dates
	That Get Read	- Videos: Indeed resume tips - Quiz: Module 4 Knowledge Check (10 pts) - Skill Lab: Resume Detective (10 pts) - Discussion: Resume Swap Café (required, ungraded) - Assignment: Targeted Resume — Turnitin submission, rubric-graded (30 pts)	(recommended pace)
11/2	Module 5: Cover Letters & Application Strategy	- Page: Module 5 Lesson - Video: Indeed cover letter tips - Quiz: Module 5 Knowledge Check (10 pts) - Assignment: Tailored Cover Letter — Turnitin submission, rubric-graded (25 pts)	No due dates (recommended pace)
11/9	Module 6: Networking & Your Pitch	- Page: Module 6 Lesson - Videos: UNLV, Grant, Treasure, Sinek - Quiz: Module 6 Knowledge Check (10 pts) - Discussion: Pitch Practice Lounge (required, ungraded) - Assignment: Networking Plan & Informational Interview — Turnitin submission, rubric-graded (20 pts) - Assignment: Elevator Pitch — Turnitin submission, rubric-graded (20 pts)	Veterans Day 11/11 (offices closed)
11/16	Module 7: Launch & Career Portfolio (Weeks 7–8)	- Page: Module 7 Lesson - Video: Indeed salary negotiation - Quiz: Module 7 Knowledge Check (10 pts) - MILESTONE 2: Career Launch Plan & Portfolio — Turnitin submission, rubric-graded (60 pts)	Last day to withdraw (W): Fri 11/20
11/23	Module 7 (continued): Finish Career Launch Portfolio	Finalize your portfolio and revised documents. Thanksgiving 11/26–27.	★ MILESTONE 2 PROJECT DUE Sun 11/29, 11:59 p.m. HST
11/30	Module 8: Interview Like a Pro	- Page: Module 8 Lesson - Videos: Indeed STAR, recruiter and video interview tips; Cuddy - Quiz: Module 8 Knowledge Check (10 pts) - Skill Lab: Lawful or Not? Interview Questions (10 pts) - Assignment: Recorded Mock Interview — Turnitin	No due dates (recommended pace)

Wk of	Theme	Info / Activities	Due Dates
		submission, rubric-graded (30 pts)	
12/7	Final Exam & Course Wrap-Up	- Final Exam (25 pts, cumulative) - Finish any remaining Knowledge Checks, labs, or projects	★ COURSE CLOSES Mon 12/14, 11:59 p.m. HST: all remaining work locks

Appendix: Embedded Assignment Rubrics

Each rubric below is embedded on its Canvas assignment page and attached to the assignment in Canvas for grading. For each criterion, the score reflects how fully the full-credit indicators are met: Exemplary (100%), Proficient (85%), Developing (65%), Beginning (35%), or Missing (0). Red flags lower the score. Complete instructions are on each Canvas assignment page.

MILESTONE 1: Vocational Profile & Career Exploration Report — 50 pts (CLO 1, 2) · Due Mon 10/19

Integrate five career assessments and real occupational data into a vocational profile and an initial career direction.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Assessments complete & reported	- All five assessments are completed and summarized in the paper - The appendix includes a screenshot or PDF of each of the five results - Each summary names the specific result (e.g., my top Holland code, my top five values)	⚠️ One or more assessments are missing or have no proof of completion	8
Integrated vocational profile	- I synthesize results across assessments (patterns and contradictions), not just list them - I identify my interests, values, personality, and strengths - I identify at least two limitations or growth areas - I connect my profile to at least one career theory from Module 1 (Holland, Super, SCCT, or Krumboltz)	⚠️ My profile restates results without interpretation	10
Occupational research (OOH & O*NET)	- I research two behavioral-science occupations - For each, I report duties, education or training, and O*NET Job Zone - For each, I report the national median pay AND the Hawai'i pay - For each, I report the projected job outlook - I cite OOH and O*NET in APA style	⚠️ I relied on general websites instead of OOH and O*NET	12
Labor-market analysis (local, national, global)	- I compare opportunities in Hawai'i with the national picture - I discuss at least one global trend using a global source - I consider cultural or cost-of-living factors that affect opportunity	—	8
Fit analysis & next steps	- I explain which occupation fits my profile best, with evidence - I list three concrete, specific next steps	—	6
APA style & writing	- The paper is 4–5 pages with an APA title page and reference list - In-text citations match the reference list	⚠️ AI wrote substantial portions of my paper without disclosure	6

Criterion	What full credit looks like	Red flags (lower the score)	Pts
	I proofread, and the paper is free of distracting errors		

Dream Employer & Workplace Issues Brief — 30 pts (CLO 2, 4) · No due date (closes 12/14)

Research a preferred employer and analyze how two current workplace issues affect it, using credible, recent evidence.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Employer profile	- I describe the employer's history and mission - I describe its size, locations, and the populations it serves - I give at least two indicators of organizational success, with evidence - I present both strengths and limitations of working there	—	8
Positions, pay & benefits	- I describe two positions and their education requirements - I report pay ranges with sources - I describe benefits, including whether tuition assistance is offered	—	6
Workplace issues analysis	- I analyze two current workplace issues - I explain how each issue affects this employer specifically - I support each issue with recent evidence (2021 or later) - I include a research-to-career reflection paragraph	—	8
Source quality	- I use at least four sources - At least two are scholarly or professional sources from 2021 or later - I triangulate source types (official, data, review, or interview)	⚠️ My sources are mostly undated blogs or AI-generated summaries	4
APA & writing	- The brief is 3–4 pages in APA 7 format - Citations and references are accurate and the writing is proofread	—	4

Targeted Resume — 30 pts (CLO 3) · No due date (closes 12/14)

Produce a polished, ATS-friendly resume tailored to a real job or internship posting.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Format & readability	- I use standard section headings (Contact, Education, Experience, Skills) - I use a clean, single-column, ATS-friendly layout with no text boxes or graphics - Fonts, spacing, and date formats are consistent - My resume is one page (or two with substantial experience)	⚠️ I used a photo, columns, or graphics that an ATS cannot read	6

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Content & accomplishment bullets	• Experience is in reverse-chronological order • Most bullets begin with a strong action verb • At least three bullets include a number, percentage, or measurable result • Education lists my degree, university, and expected graduation date • My skills section includes both applied and transferable skills	⚠️ My bullets mostly begin with "Responsible for" or "Duties included"	10
Tailored to the posting	• I attached the target job posting as the final page • I used at least five keywords from the posting that honestly describe me • My most relevant experience appears near the top	—	6
Accuracy & professionalism	• I use a professional email address and a clear, consistent contact header • My resume is free of spelling and grammar errors • I proofread it aloud or had a peer or Career Services review it	⚠️ I included my age, date of birth, photo, marital status, or religion ⚠️ I included "References available upon request"	5
Peer engagement	• I posted my draft in the Resume Swap Café • I gave specific feedback to two classmates • I revised my resume based on feedback I received	—	3

Tailored Cover Letter — 25 pts (CLO 3) · No due date (closes 12/14)

Write a persuasive, one-page cover letter for the same posting you targeted with your resume.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Structure	• My opening paragraph names the specific position and organization • My body paragraph(s) present evidence • My closing paragraph includes a call to action and thanks • The letter fits on one page in business-letter format	⚠️ I opened with "To Whom It May Concern"	5
Tailored evidence	• I connect at least two specific experiences to requirements in the posting • I mention something specific about the organization (mission, program, or value) • My letter adds detail rather than repeating my resume line by line • I explain why I am motivated by this role	⚠️ I could send this exact letter to any employer without changes	10
Professional tone & format	• The tone is confident, warm, and professional • The letter includes the date, the employer's address or name,	—	5

Criterion	What full credit looks like	Red flags (lower the score)	Pts
	and my signature block • My letter and resume use a matching header and design		
Mechanics	• The letter is free of spelling and grammar errors • I saved the file as Firstname-Lastname-CoverLetter • I proofread it aloud or had a peer or Career Services review it	—	5

Networking Plan & Informational Interview — 20 pts (CLO 2, 3) · No due date (closes 12/14)

Map your network, conduct one informational interview, and plan your follow-up.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Goals & network map	• I wrote two specific networking goals • I list 15 contacts across at least three categories • My map includes both strong and weak ties	—	5
Outreach & questions	• I include my actual outreach message • I list at least eight open-ended questions • My questions focus on learning, not asking for a job	⚠ Most of my questions are yes/no questions	5
Informational interview & reflection	• I conducted a real 20–30 minute informational interview • I summarize key insights (role, path, advice) • I reflect on how the conversation changed or confirmed my plan • I connect insights to labor-market or opportunity differences (local, national, or global)	⚠ I invented or embellished the interview	8
Follow-up	• I sent a thank-you within 48 hours and include a copy • I include a 3-month follow-up plan	—	2

Elevator Pitch (Recorded) — 20 pts (CLO 3) · No due date (closes 12/14)

Record a confident 60–90 second pitch that answers: Who am I? What do I do? What is my ask?

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Content: Who / What / Ask	• My pitch clearly answers Who am I? • My pitch clearly answers What do I do or what am I building toward? • My pitch ends with a specific ask • My pitch includes my “why” or one memorable detail	—	8
Delivery	• My recording is 60–90 seconds • I speak at a clear pace with natural pauses and varied tone • I mostly look at the camera rather than reading my script	⚠ My recording runs longer than two minutes	7

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Professional presence & tech	• I wear professional attire and have good lighting and a neutral background • My audio is clear and the link opens without requesting access • I posted in the Pitch Practice Lounge and gave feedback to two peers	—	5

Recorded Mock Interview — 30 pts (CLO 3) · No due date (closes 12/14)

Prepare for and record a 10-minute mock interview for your target position, including one inappropriate question.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
Employer research & prep	• I include a half-page employer research summary • I include STAR outlines for three behavioral questions • I include three thoughtful questions for the interviewer	—	5
STAR responses	• My behavioral answers include a clear Situation and Task • My answers focus on my own Actions • Each behavioral answer ends with a specific Result • My “Tell me about yourself” answer follows a present–past–future structure tied to the role • My answers are about one to two minutes each	⚠ My answers mostly describe what “we” did, without my role	10
Handling the inappropriate question	• I respond professionally (redirect, decline politely, or choose to answer) • In my reflection, I explain why the question was inappropriate and which protection applies	—	4
Professional presence	• I wear attire appropriate for the organization’s culture • My camera is at eye level, with good lighting and a neutral background • I maintain good eye contact, posture, and energy • My recording runs about eight to twelve minutes and the link works	—	8
Close & reflection	• I ask questions and close with thanks and next steps • I include a reflection naming two strengths and two growth areas	—	3

MILESTONE 2: Career Launch Plan & Portfolio — 60 pts (CLO 1, 2, 4) · Due Sun 11/29

Assemble a professional portfolio that proves you are ready to launch, anchored by a SMART short- and long-term career plan.

Criterion	What full credit looks like	Red flags (lower the score)	Pts
SMART career plan	• I include short-term (1-year) and long-term (5-year) goals that are Specific, Measurable, Achievable, Relevant, and Time-bound • I name target positions, salary expectations (national and Hawai'i), and location • I describe my education or licensure pathway • I connect my plan to my assessment results and OOH/O*NET data • The plan is 3–4 pages in APA format	—	12
Opportunity research	• I research three internship or practicum sites (focus, responsibilities, how to apply) • I research ten employers with tuition assistance or educational benefits • For each employer, I state the benefit and its eligibility requirements	—	10
Market evaluation (state, national, global)	• I compare opportunities in Hawai'i, the continental U.S., and abroad or remote-global • I weigh pay against cost of living, licensure portability, and cultural fit	—	6
Revised professional documents	• I include my final resume and cover letter, revised using feedback • I include my final pitch script • All documents are consistent and error-free	⚠ I re-submitted my documents without any revisions	8
Skills evidence (NACE)	• I include 10–12 work samples • I prove at least five applied (technical) skills • I prove at least five transferable skills • Each sample has a caption that maps it to a NACE competency	—	12
Reflection on research & growth	• I explain how research evidence shaped my career decisions • I name a concrete next step for the next 30 days	—	6
Professional presentation	• The portfolio is one organized PDF with a cover page and table of contents • Sections are clearly labeled and appear in the recommended order • The design is polished, consistent, and easy to navigate	—	6