

10-56

App 3/22/11

Senate info. 4-19-11

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 395: Career Planning in Communications Media

Instructor(s) of Record: Dr. Richard Lamberski

Phone: 724-357-3771

Email: rjl@iup.edu

Liberal Studies

MAR 21 2011

Received

Received

MAR 09 2011

Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. **How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

Dr. Richard Lamberski is a distinguished professor in the Communications Media Department at IUP. Since 1981, he has taught a full range of courses, from introductory freshmen courses to doctoral level courses. A technologist at heart, Dr. Lamberski has served on technology committees within the University and has received innovative grants for technology applications. He became interested in online delivery many years ago and has attended the IDC workshops in Web development. Over the years, Dr. Lamberski has attended the following workshops at IUP in order to prepare him for the production of this online course: Sakai Training/Orientation, Migrating Courses to WebCT, WebCT Workshop, and the Distant Education Workshop. He has two courses approved for online delivery to date (COMM 151 and COMM 493).

Additionally, Dr. Lamberski has consulted with IUP's Online Learning Specialist and Facilitator (instructional designer) in the development of this course.

2. **How will each objective in the course be met using distance education technologies?**

1. Demonstrate an understanding of the individual components of the career planning process.

Students will be presented with content regarding the process of planning their careers and obtaining positions in their chosen areas of emphasis through readings in the course manual and electronic resources available through IUP's Career Development Center. Students will have the opportunity to practice and work with these concepts through StudyMate online review activities and through individual consultation with the course instructor. Students will also complete assignments, such as the draft resume and cover letter, upon which they will receive instructor feedback. Students will be evaluated on this objective using online quizzes, projects (e.g., classified ads project and personal marketing package) to be submitted via the LMS assignment tool, and a mock interview.

2. Develop a competitive marketing package.

Students will be presented with content in creating an effective marketing package through the course manual the course manual and electronic resources available through IUP's Career Development Center. Students will have the opportunity to practice and work with these concepts through StudyMate online review activities and through individual consultation with the course instructor. Students will also complete assignments, such as worksheets and the draft resume and cover letter, upon which they will receive instructor feedback. Students will

be evaluated on this objective using online quizzes and the submission of the personal marketing package (including copies of their resumes and cover letters) through the assignment tool on the COMM 395 LMS course page.

3. *Employ job-seeking strategies and participate in a mock interview situation.*

Students will be provided with information regarding interviewing techniques through the course manual and electronic resources available through IUP's Career Development Center. Students will have the opportunity to practice and work with these concepts through StudyMate online review activities and through individual consultation with the course instructor. Students will be evaluated on this objective through participation in a face-to-face or video or audio mock interview through the IUP Career Development Center. Students will submit an online academic calculation sheet and a Course Portfolio Checklist.

4. *Compile a report of job market patterns for his or her chosen career field.*

Students will be provided with information regarding job markets through the course manual and electronic resources available through IUP's Career Development Center. Students will have the opportunity to practice and work with these concepts through StudyMate online review activities and through individual consultation with the course instructor. Students will be evaluated on this objective through completion of the Classified Ads Project and an application exercise, which will be submitted through the LMS assignment tool.

3. How will instructor-student and student-student, if applicable, interaction take place?

Because the course has been designed for students to independently develop their career goals and marketing materials, no formal student-student interactions are included in the course design. However, space has been allocated in the LMS in the form of chat rooms and discussion boards for student interaction.

As part of this course, students will be required to contact campus personnel, including the department internship coordinator, faculty advisor, and Career Development Center representatives to complete course requirements. Instructor-student interactions will take place on an as-needed basis. Students may at any time e-mail the instructor or post questions to the discussion boards, and the instructor will respond in a timely fashion. Students are also welcome to call the instructor as needed. The instructor will monitor student performance using LMS tracking features, such as quiz scores and log-ins. Students who are falling below expected performance will be contacted to discuss their progress and to determine a course of action to resolve issues.

4. How will student achievement be evaluated?

The following methods will be used to measure student achievement:

- **Class Participation (5%)**—Students will be evaluated on their ability to complete course activities and submit course assignments on time. LMS and e-mail time-stamping will be used to assure timely submissions and to track student progress.
- **Resume (25%)**—Students will submit draft and final resumes via the LMS assignment drop box. The instructor will provide feedback to assist students in improving their resumes before submitting the final product for grading.
- **Academic Calculation Sheet (5%)**—Students will be asked to download and complete the academic calculation sheet. This sheet will be used for the required conference with their advisers and as a means to check the student's eligibility for internship.

- **Cover Letter (15%)**—Students will submit draft and final cover letters via the LMS assignment drop box. The instructor will provide feedback to assist students in improving their cover letters before submitting the final product for grading.
- **Quizzes (25%)**—Students will be administered quizzes online through the LMS quizzing tool.
- **Classified Ads Project (10%)**—Students will examine classified ads in their chosen area of specialization and prepare a report on the types of skills and experience required as advertised in positions. Students will submit this project via the LMS assignment drop box.
- **Mock Interview (15%)**—Students must complete a mock interview through the IUP Career Development Center. Students 50 miles or less from campus will complete a face-to-face interview; students outside of this radius will complete a telephone interview. Students will be evaluated using a standard interview score sheet.

5. How will academic honesty for tests and assignments be addressed?

The following academic integrity measures have been incorporated into this course:

- **Commitment to Course Policies**—Students will be informed of course policies from the outset and are required to complete a quiz designed as a contract between the instructor and the student which states that the student has read and understands the course policies and the potential consequences of violating these policies.
- **Individualized Content**—Course content and assignments have been highly individualized on the basis of the student’s professional background and career goals. As this is an upper-division course, designed for students approaching the end of their degree program, it is expected that the instructor and advisers will be familiar with the student’s work, experience, and goals. Additionally, students will be required to discuss their work in this course with their adviser and the course instructor.
- **Written Assignments**—At the onset of the course, students will be asked to complete an informal written assignment highlighting their career goals and area of emphasis. This assignment will be used for comparison on student written work. These written assignments are also based on the individual student’s career aspirations and experience, decreasing the possibility of students not submitting their own work.
- **Quizzes**—Student quizzes use randomized questions and randomized choices, timed test-taking, single-question test view, averaging of testing attempts, and a secure window to prevent students from copying and redistributing testing materials and student collaboration on tests. The academic integrity policy also appears at the beginning of each test/quiz to remind students of online testing policies (statement included below).

Honor Statement

- *I, the student taking these quizzes, am properly registered for this course and am the student who has permission to access these quizzes.*
- *I acknowledge that during the time I am taking any quiz I have no outside help from any other person in developing my answers to the questions.*
- *I understand that I am permitted to use only the materials named by my instructor in completing these quizzes.*
- *I will not print all or part of any quiz.*

- *I also agree that while taking and after completing and submitting these quizzes I will not share information about them, including the questions, with anyone else.*
- *I further agree that if I violate any aspects of this code, either in form or spirit, that I am subject to a failing grade on the quiz or quizzes and/or a failing grade in the course. In addition, the instructor may file charges against me with the Indiana University of Pennsylvania Judicial Board.*

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

B. Anderson 3-09-09
Signature of Department Designee Date

Endorsed: May Ann Rajuth 3-09-09
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

*Proposal was returned on 3-17-09
Revision received 3-21-11*

Gail Sechrist 4-5-11
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 4/8/11
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Career Planning in Communications Media

Instructor: Dr. Richard Lamberski
127 Stouffer Hall
1175 Maple Street
Indiana, PA 15705
Phone: 724-357-3771
E-Mail: rjl@iup.edu

Office Hours: [Insert Office Hours Here]*

*You are free to contact me via telephone or e-mail to arrange alternative times for consultation. Questions regarding the course may also be posted on the course message boards. The instructor will reply to all messages within 24 hours.

[Course Description](#) | [Course Objectives](#) | [Texts and Materials](#) | [Required Technology Skills and Software](#) | [Technical Support](#) | [Participation Requirements](#) | [Grading](#) | [Student Evaluation](#) | [Course Schedule](#) | [Bibliography](#) | [Appendix-Student Outcomes Assessment Matrix](#)

Course Description

Title: Career Planning in Communications Media

Credits: 1

Prerequisites: Communications Media majors only with junior/senior status.

Description: The course serves as the primary skill-building and strategy-seeking experience for the internship program and later career entry and growth. Extensive writing, research, and individual counseling are involved.

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Course Objectives

At the end of this course, the student should be able to

- Demonstrate an understanding of the individual components of the career planning process.
- Develop a competitive marketing package.
- Employ job-seeking strategies and participate in a mock interview situation.
- Compile a report of job market patterns for his or her chosen career field.

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Texts and Materials

Required

- The COMM 395 Personal Packaging Resources Manual is the required text for this course. This manual is available from Copies Plus, 1052 Oakland Avenue, Indiana, PA 15701. Manuals can be ordered by calling (724) 465-2679.
- Career Development Center Guide, available through the COMM 395 course page in the IUP

learning management system (LMS).

- As part of this course, you are required to engage in a mock interview. Mock interviews scheduled through the IUP Career Development Center are subject to a fee. More information on scheduling the mock interview is available on the IUP Career Development Center website at <http://www.iup.edu/career>. Students within 50 miles of campus are expected to participate in the interview on campus; students outside of this 50-mile radius must complete a telephone interview.

Supplemental

- You will be required to duplicate resumes, cover letters, classified ads project, and other forms required for class. You should be prepared to assume the costs of typing, printing, and mailing of your developed marketing materials to prospective internship supervisors or employers.
- You should also be prepared to assume the costs in developing a portfolio for potential internship supervisors or employers. In addition, you will have costs related to on-site interviews (e.g., travel, meals, and lodging), telephone calls, and follow-up correspondence.

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Required Technology Skills and Software

Technology Skills

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use the learning management system and associated tools, including discussion, quizzing, and assignment submission features
- The ability to use word processing software and to save in desired formats
- The ability to use Internet communication tools, including e-mail and discussion boards
- The ability to demonstrate netiquette (appropriate online conduct)

Software

The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

[Adobe Reader](#)



[Flash Player](#)



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Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724-357-4000 between 7:30 a.m. and 5:30 p.m. Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at <http://www.iup.edu/itsupportcenter/help>.

Participation Requirements

Course Participation

Per University policy, class attendance and the timely completion of course requirements is mandatory. This course has been designed to allow you to move at your own pace. However, you should be aware that many of the assignments and tasks to be completed in this course rely on you to begin a project well ahead of the deadline. Course readings and deadlines are outlined in the Course Schedule section of this syllabus.

Additional points that should be noted include the following:

- **Readings--Weekly readings will be assigned and are outlined in the Course Schedule section of this syllabus. Each chapter in the text includes objectives to assist you in identifying the concepts and content for which you will be responsible.**
- **Online Modules and Review Activities--The course makes extensive use of the LMS. Included in these online course materials are online modules, detailed project explanations, and files to assist you in completing assignments. Also, interactive review activities have been provided with this material to assist you in reviewing the material presented in each chapter. These review activities are designed to assist you in successfully completing chapter quizzes.**
- **Chapter Quizzes--Quizzing will be done using LMS-based quizzes. The quizzes will be based on the readings from the course. You may have three attempts for each chapter quiz; these attempts will be averaged, and this average score will be figured into your final grade.**
- **Assignments and Forms--Throughout the course, you will be asked to complete various projects and forms. You must complete these assignments and forms in a timely fashion by the deadlines outlined in the course schedule section of this syllabus. Assignments will be submitted via the LMS assignments tools unless otherwise instructed.**
- **Course Discussion--Discussion boards have been included in the course to provide you a forum for which to post your questions regarding course content. In using the discussion forum, you have the opportunity to get your questions answered, as well as to help out your peers who may be struggling with some of the same issues or who have the same questions.**
- **Course Chat Rooms--Chat rooms, while not part of the required participation in the course, have been made available for students to independently collaborate. Please note that conversations in chat rooms are recorded (logged), unless otherwise stated on the course page.**
- **E-Mail--For e-mail communication, you should use your IUP iMail account (<http://imail.iup.edu>). Per University policy, this is the official means of communication regarding students and academic information.**

Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following netiquette guidelines should be followed for this course:

- **Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.**
- **Read all postings before posting your responses to discussion topics so as to not repeat information.**
- **Keep chat comments brief and to the point. If longer comments are necessary, use <more> to indicate lengthy messages and <end> when you are finished.**
- **Focus on one topic at a time when chatting or posting to discussions.**
- **Remember that, unlike in face-to-face learning environments, what you say in discussions and chats**

is documented and can be revisited. Choose your words and discussion topics carefully.

- Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations. Assistance for individuals with disabilities is available through IUP Disability Support Services at <http://www.iup.edu/disabilitysupport> or at 724-357-4067.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without the prior knowledge of the instructor.
- Plagiarizing, which is the use of papers, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.
- Engaging behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies or as a PDF online at <http://www.iup.edu/registrar/catalog>.

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Student Evaluation

The following methods will be used for evaluative purposes in this course:

Online Quizzes	25%
Resume Assignments	25%
Classified Ads Project	10%
Mock Interview	15%
Cover Letter Assignments	15%
Class Participation and Worksheets	5%
Completed Academic Calculation Sheet	5%
	Total 100%

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Grading

The following grading scale will be used:

- 90%-100% = A
- 80%-89.9% = B
- 70%-79.9% = C
- 60 %-69.9% = D
- Below 59.9% = F

Incomplete Grades

Incomplete grades will only be awarded in the event of extreme medical and/or personal emergencies as deemed appropriate by the instructor.

Withdrawal Grades

According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. Students who fail to withdraw by the deadline must file for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

Disagreement with Awarded Grade

The likelihood of an unfair grade being awarded to you is remote, but calculation or interpretation errors are possible. You are always free to discuss any grade with me. In almost all cases, this is sufficient. However, if we need to, we can first go to the Chairperson of the Department, and second to the Dean of the College for their unbiased input. As a last resort there is an IUP Student Grade Appeal Policy outlined in your current Undergraduate Catalog. My commitment is to always make you feel you have been fairly graded.

Changes

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

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Course Schedule

The following is a suggested outline of when you should complete course activities. For each week, manual readings, online modules, activities, and assignments have been noted. Items listed as "due" must be submitted during the week listed.

Prior to course	<p>Online Modules: Introduction to COMM 395, The IUP Communications Media Career Preparation Process</p> <p>Assignments: Commitment to Course Policies, Student Course Profile, and Introductory Writing Assignment</p> <p>Due: Student Course Profile, Introductory Writing Assignment</p>
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Week 1	<p>PPR Manual: "Introduction to the Marketing Package", "Basics of Job Hunting", "Classified Ads Project"</p> <p>Online Modules: Introduction to the Marketing Package Review, Basics of Job Hunting Review, Project 1: Mock Interview Preparation, Project 2: Classified Ads Project</p> <p>Assignments: Improving Your Odds and Self-Analysis worksheets (from PPR Manual), Introduction to the Marketing Package Quiz, Basics of Job Hunting Quiz, Classified Ads Project (Week 1)</p> <p>Due: Improving Your Odds and Self-Analysis worksheets</p>
Week 2	<p>PPR Manual: "Basic Rules of Writing", "The Resume"</p> <p>Online Modules: Basic Rules of Writing Review, The Resume Review, Project 3: Initial Resume</p> <p>Assignments: Classified Ads Project (Week 2), Basic Rules of Writing Quiz, The Resume Quiz, Project 3: Initial Resume</p> <p>Due: None</p>
Week 3	<p>PPR Manual: Review "Introduction to the Marketing Package", "Basics of Job Hunting", "Classified Ads Project", "Basic Rules of Writing", "The Resume"</p> <p>Online Modules: Project 3: Initial Resume, Intern Video</p> <p>Assignments: Classified Ads Project (Week 3), Intern Video Quiz, Project 3: Initial Resume</p> <p>Due: None</p>
Week 4	<p>PPR Manual: "Cover Letters"</p> <p>Online Modules: Cover Letters Review, Project 4: Initial Cover Letter</p> <p>Assignments: Classified Ads Project (Week 4), Cover Letters Quiz, Project 4: Initial Cover Letter</p> <p>Due: Initial Resume</p>
Week 5	<p>PPR Manual: "Job Search & Follow Up Letters", "Reference Listing"</p> <p>Online Modules: Job Search & Follow Up Letters Review, Reference Listing Review, Project 4: Initial Cover Letter</p>

	<p>Assignments: Classified Ads Project (Week 5), Job Search & Follow Up Letters Quiz, Reference Listing Quiz</p> <p>Due: Initial Cover Letter, Classified Ads Project</p>
Week 6	<p>PPR Manual: "The Interview"</p> <p>Online Modules: The Interview Review</p> <p>Assignments: Classified Ads Project Application Exercise (in PPR Manual), The Interview Quiz, Academic Calculation Sheet (hard copy in PPR, electronic copy available on COMM 395 LMS site), Mock Interview (if scheduled)</p> <p>Due: None</p>
Week 7	<p>PPR Manual: Review "The Interview"</p> <p>Online Modules: The Interview Review</p> <p>Assignments: Classified Ads Project Application Exercise (in PPR Manual), The Interview Quiz, Mock Interview (if scheduled)</p> <p>Due: Classified Ads Project Application Exercise (in PPR Manual)</p>
Week 8	<p>PPR Manual: "Advanced Topics"</p> <p>Online Modules: Advanced Topics Review, Project 5: Final Resume, Project 6: Final Cover Letter</p> <p>Assignments: Advanced Topics Quiz, Mock Interview (if scheduled), Final Resume and Cover Letter</p> <p>Due: None</p>
Week 9	<p>PPR Manual: None</p> <p>Online Module: None</p> <p>Assignments: Draft Internship Proposal (optional)</p> <p>Due: None</p>
Week 10	<p>PPR Manual: "Special or Selected Topics"</p> <p>Online Module: Marketing Pool</p> <p>Assignments: Finalize Cover Letters and Resumes, Mock Interview (if scheduled), Begin to establish a marketing pool</p>

	Due: None
Week 11	PPR Manual: Review all readings Online Module: Review Marketing Pool Assignments: Academic Calculation Sheet, Mock Interview (if scheduled), Continue to establish a marketing pool Due: Academic Calculation Sheet
Week 12	PPR Manual: None Online Module: Review Marketing Pool Assignments: Continue to develop marketing pool Due: None
Week 13	PPR Manual: None Online Module: Review Marketing Pool, Course Portfolio Assignments: Continue to develop marketing pool, Begin assembling course portfolio Due: Final Resume and Cover Letter, All Quizzes completed
Week 14	PPR Manual: None Online Module: Review Course Portfolio Assignments: Obtain and Read Department Internship Manual, Gather portfolio materials for COMM 475 Due: Mock Interviews, Internship Proposal (optional), Course Portfolio, Revised Academic Calculation Sheet

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Bibliography

The following books were used in writing the course manual and in preparing the course content. **Bolded** titles listed on Amazon.com as Bestsellers.

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Appendix—Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
1,2,3,4	1,2,4,7,8	1	Online Quizzes Mock Interview Marketing Package
1,2,3,4	1,2,3,4,6,7,8	2	Worksheets Classified Ads Project Marketing Package
2,4	1,2,3,4,8	3	Online Quizzes Classified Ads Project Mock Interview
1,2,3	1,2,4,6,7,8	4	Online Quizzes Application Exercise Classified Ads Project

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Sample Course Modules

Introduction to COMM 395

Overview

Welcome to COMM 395: Career Planning for Communication Media

This one-credit course serves as a primary skill-building and strategy-seeking experience for the internship program and later career entry and growth. Extensive writing, research, and individual counseling are involved.

The resources provided as part of this course have been specially designed to assist you in mastering the course material. The course text is outlined in a reading grid, which will prepare you for the chapter quizzes. Testing procedures for the course allow you to have open book testing with multiple trials for success. Through this course, you will acquire awareness, strategies, and techniques for developing an individual marketing package and plan. The mock interview and the classified ads project will further enhance your understanding of basic job search methods, procedures, patterns, and anticipated pay and benefits.

I hope you will enjoy this course. Please feel free to contact me if you have any questions.

Sincerely,

Dr. Richard Lamberski

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Introduction to COMM 395

Objectives

At the completion of this module, the student will

- Demonstrate an understanding of course policies.
- Commit to the expectations set forth in the course syllabus.
- Provide a brief introduction outlining his or her career goals.

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Lesson Guide

The following activities are designed to familiarize you with the course policies and expectations and to allow the instructor to get to know you and to better understand your career goals and objectives. The following items should be completed in preparation for the course:

Course Policy Review

Read the course syllabus and note any questions that you may have regarding course policies and expectations, schedules, assignments, etc. Any questions you have should be directed to your instructor, either via the course discussion boards or e-mail. You will be asked to commit to these course policies before proceeding further in the course.

Student Course Profile

The Student Course Profile is a form that provides the instructor with information regarding your academic progress and professional interest. You will be asked to complete this form and to submit it electronically. You may want to print off a copy of the form before completing it electronically to assist you in tracking down the required information.

Introductory Writing Assignment

As this course is career planning, one of the goals for our time together is to help you more clearly focus your career goals to better hone your job search skills. To assist you in this, your instructor will want to know a little more about your career goals and aspirations. The following are some questions you may want to consider answering prior to submitting this assignment:

- What media skill area or areas have been the emphasis of your degree?
- What skills have you most enjoyed using as part of your degree program? Why?
- What skills have you least enjoyed as part of your degree program? Why?
- What type of job position do you want following graduation? Why?
- What are your long-term career goals (10 years after graduation)?

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Assessment

To complete this module, please complete the following activities:

Commitment to Course Policies

Once you have reviewed the course syllabus and have resolved your questions regarding course policies, respond to the Commitment to Course Policies item, located in the Welcome block of the COMM 395 Moodle course page.

Student Course Profile

Complete the Student Course Profile form electronically. The form has been saved in Rich-Text (.rtf) format. You simply need to type on the lines or in the appropriate boxes. When saving the file, use the following file-naming convention: [last name, first name]profile (e.g., SmithJohnprofile). The file will be submitted with the Introductory Writing Assignment described below.

Introductory Writing Assignment

Using the information you began in the Lesson section of this module, type a one-page paper introducing yourself to your instructor. This introduction should emphasize your career goals and discuss why you would like to pursue a career in your specific area of emphasis or in a specific type of position. The questions you may try to answer in this assignment may include the following:

- What media skill area or areas have been the emphasis of your degree?
- What skills have you most enjoyed using as part of your degree program? Why?
- What skills have you least enjoyed as part of your degree program? Why?
- What type of job position do you want following graduation? Why?
- What are your long-term career goals (10 years after graduation)?

Submit your completed writing assignment in Rich-Text (.rtf) format using the following file naming convention [last name, first name]introduction (e.g., SmithJaneIntroduction). Upload both the Introductory Writing Assignment and the Student Course Profile to the Introductory Assignments assignment in the Welcome block of the COMM 395 Moodle course page.

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Please type your responses on the lines below. Please save the completed form as [last name, first name]profile (e.g., SmithJohnprofile):

Last Name: _____ First Name: _____

Phone Number: _____ E-mail Address: _____ @iup.edu

Banner ID: @ _____

Do you grant permission to publish your information to an online class directory? Yes No

Credits to Date (IUP completed credits, plus transfer credits): _____

Estimated Overall IUP GPA (e.g., 3.4): _____

Undergraduate Education

Official Major: _____ Estimated Major GPA: _____

Academic Adviser: _____

Official Minor: _____ Estimated Minor GPA: _____

Permanent Mailing Address

Street: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____

In the space provided, briefly describe your career interest/job preference after graduation:

How many internship credits will you need? 6 9 12

In what geographic area are you planning on doing your internship? _____

List the Comm Media courses in which you are currently enrolled (by course title):

List the COMM Media courses you have completed (by course title):

The IUP Communications Media Career Preparation Process

Overview

COMM 395: Career Planning in Communications Media is the first of a three-course sequence designed to equip you with knowledge, skills, and experience for career entry. This course is usually followed by COMM 475: Senior Portfolio Presentation and then ultimately COMM 493: Internship. You will find that information, materials, and skills from each course will roll over into the next and that timing in completing required materials and forms in each of the courses is of the utmost importance. This module is designed to more fully enhance the career preparation process and to provide you with a "roadmap" to guide you through these three courses.

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The IUP Communications Media Career Preparation Process

Objectives

At the completion of this module, the student will

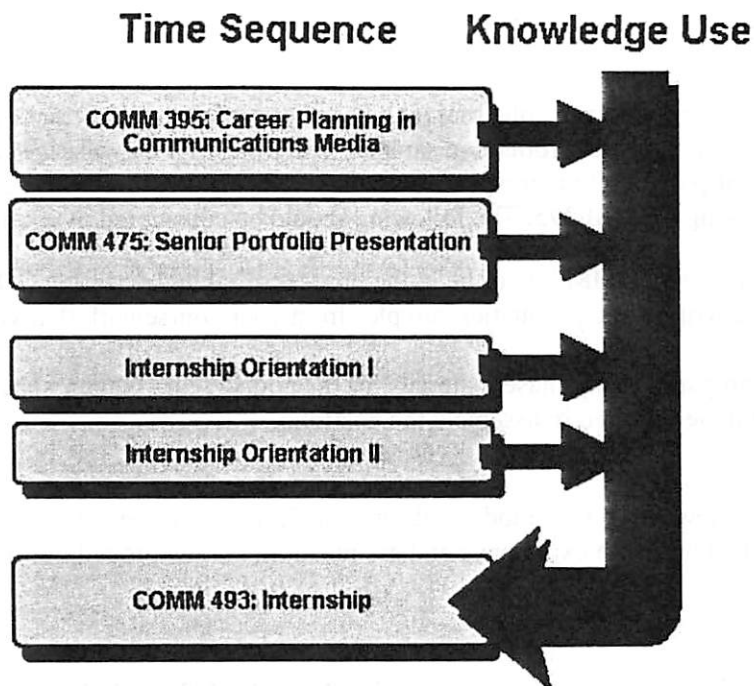
- Demonstrate an understanding of the career preparation process.
- Identify key points in the career preparation process.

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Lesson Guide (Page 1 of 3)

Process Overview

The Communications Media career preparation process follows a cascading model to guide students in developing job-seeking skills and in compiling professional work samples. The career preparation model begins with a sequence of courses and workshops. Each course or workshop informs the career preparation process and supplies students with the knowledge, skills, and documentation needed to acquire and perform in an internship situation. COMM 395: Career Planning in Communication Media is the entry point into this process. The following sections will describe each component of the process in more detail.



Graphic: Communications Media Career Preparation Process

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Lesson Guide (Page 2 of 3)

COMM 395: Career Planning in Communications Media

As mentioned previously, you must pass COMM 395 before proceeding in the career preparation process. The course is designed to teach you how to locate positions in your area of specialization, develop a personal marketing package, and perform in interviews--skills you will use in obtaining, not only a professional position, but also your internship. In order to take COMM 395, you must meet the following requirements:

- Be a Communications Media Major.
- Have Junior or Senior Status.
- Be planning on completing the internship during the Summer session following completion of this course.

COMM 475: Senior Portfolio Presentation

In this course, you will assemble a portfolio that includes your professional background information (e.g., resume and references), writing and production samples, and awards. You will also get the opportunity to rehearse presenting your portfolio to a prospective employer. Typically, this course is offered in the Spring semester directly following COMM 395. The following should be considered in taking the course:

- You must have passed COMM 395 or be in the process of taking/repeating COMM 395.
- You should have writing and production samples from your coursework that you can incorporate into your portfolio.
- You should be prepared to purchase materials for the course (e.g., binder, sheet protectors, tabs, CDs), as they will be required to assemble the portfolio.

Internship Orientations I and II

You will be asked to review two online modules during the Spring semester prior to your internship. These orientations precede the internship experience and are meant to review procedures and forms that support the internship process.

COMM 493: Internship

The internship represents an opportunity for you to gain experience in the communications field alongside experienced professionals. Your internship should focus on the field that you would consider for your career. Internships are mainly offered in summer. Other considerations in preparation for the internship are as follows:

- You must have passed COMM 395.
- You must begin the internship process in the early Spring semester before you intern. This process includes accessing the internship online materials, writing an internship proposal, applying and interviewing at internship sites, and completing the internship application.
- Determine with your adviser whether you will need a 6, 9, or 12-credit internship. (Note that the internship is a minimum of 40 hours per credit.)

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Lesson Guide (Page 3 of 3)

Career Preparation Process Timeline

Although the University enrollment system is based on semesters, components of the Communications Media career preparation process cut across semesters. This process assures that students are on track and have completed the requirements designed to achieve the most beneficial result for participants. Depending on your academic situation (e.g., enrollment date, course load, repeated courses), this process may seem very confusing. As you embark on this process, you should feel free to contact and discuss your concerns with your adviser or, if needed, the Department of Communications Media's internship coordinator. To assist you in navigating the process, the following timeline has been provided.

Pre-Entry: Spring Semester

Prior to entering the career preparation process, you should discuss with your adviser your progress to date. If you meet the pre-requisite requirements described in the previous section for COMM 395: Career Planning in Communications Media, you should register to take COMM 395 in the subsequent fall semester.

Fall Semester: COMM 395

COMM 395 is designed to help you better define your career goals to market yourself to internship sites and potential employers. Throughout the course, you will work on projects to assist you in completing these tasks. Course activities also include the completion of forms that will assist you and your adviser in planning for the internship. You will also meet with your adviser during the semester to determine if doing an internship the following summer is the best choice for you. You also should register for COMM 475, contingent upon successful completion of COMM 395. NOTE: Please remember that you must successfully pass COMM 395 to advance in the career preparation process.

Spring Semester: COMM 475 and Internship Preparation

The Senior Portfolio class (COMM 475) will build on the skills developed in Career Planning and assist you in creating a portfolio that exemplifies the skills and experience you would bring to the table in an internship and/or employment situation. You should also participate in the two pre-internship orientation workshops--COMM Internship Orientation I and II--offered during this semester. These workshops will guide you through the process of completing the internship search and application process. Following advising this semester, you should register for your COMM 493 internship.

Summer Session: COMM 493

During the Summer Session, while registered for COMM 493, you will complete the actual on-site internship and the evaluation activities (e.g., the internship binder and final report).

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The IUP Communications Media Career Preparation Process

Assessment

From this module, you should have a clearer picture of the career preparation process and the timelines and sequence of the courses. To help you prepare for this process, the Career Preparation Checklist has been provided to assist you in planning your time.

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Career Preparation Process Checklist

The following checklist has been provided to assist you in navigating the Department of Communications Media's career preparation process. Please note that this is the *suggested* outline for approaching these courses and is contingent upon a number of factors (e.g., successful completion of prerequisites, number of credits, timely completion of activities). As you approach this process in your academic career, you should discuss the steps and your individual plan with your adviser. Students typically begin this process in their junior year.

Pre-Entry: Spring Semester

- Register for COMM 395: Career Planning in Communications Media (Must be a Comm Media major and have junior or senior status)

Summer Session

- No action needed

Fall Semester: COMM 395

- Successfully complete COMM 395
- Participate in advising and discuss internship plans
- Register for COMM 475: Senior Portfolio Presentation

Spring Semester: COMM 475

- Successfully Complete COMM 475
- Participate in the Pre-Internship Orientation I and II workshops
- Participate in advising
- Register for COMM 493: Internship for Summer Session

Summer Session: COMM 493

- Successfully complete your internship

Chapter 1 Review

Chapter 1: Introduction to the Marketing Package

Review Activities

Choose from the activities below to review the material presented in Chapter 1.

Quiz

Challenge

iPod and Small Screen Device downloads

Mixed Topics-1	Mixed Topics-2	Mixed Topics-3	Mixed Topics-4	Mixed Topics-5
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Total Score: 0

A well-written cover letter should:

- A) Attract attention
- B) Sell your resume
- C) Get a you an interview
- D) Both A & B

Select Answer: A B C D

Show Answer Reset Help

Chapter 1: Introduction to the Marketing Package

What two major objectives should your marketing plan attain?

- A) the ability to beat other candidates with the same or lesser skills and abilities
- B) the ability to show weak areas that need reinforcement
- C) the ability to neutralize candidates with one or two years of full time experience
- D) both "a" and "b"
- E) both "a" and "c"

Select Answer: A B C D E

1 of 10

Next Question Reset Shuffle Help

Screen Captures: Sample Review Module Page and Sample Review Activities

Mock Interview Preparation

Overview

One component of the career preparation process is learning interview skills. As part of COMM 395, you will be expected to participate in a mock interview. The mock interview is offered in conjunction with IUP's Career Development Center. This module is designed to prepare you for the mock interview process.

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Mock Interview Preparation

Objectives

At the completion of this module, the student will

- Demonstrate an understanding of the requirements of the mock interview.
- Register for the mock interview.
- Schedule the mock interview.

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Mock Interview Preparation

Lesson Guide (Page 1 of 3)

The mock interview is an important skill-building activity to assist you in performing well in job interviews. Doing well in interviews increases your chances of getting the job. Practicing interviewing skills will help you to identify common errors in interviewing and how best to present yourself in the interview.

The Mock Interview Process

The mock interview process will provide you with the opportunity to practice your interviewing skills and to critically reflect upon and improve your interviewing in preparation for internship and, eventually, job interviews. Students will complete the mock interview through the IUP Career Development Center (CDC). The CDC is based on the IUP campus, and the mock interviews are conducted face-to-face and by telephone. There is a fee assessed for these services. More details on CDC mock interviews, including how to pay the associated fees, are available on the [CDC website](#).

For COMM 395, students within a 50-mile radius of IUP will be expected to complete a face-to-face interview on the IUP campus. Students outside of this radius will conduct the interview using telephone interviewing procedures.

Scheduling

Timely registration with the CDC and payment is of the utmost importance. Typically, mock interviews take place later in the semester close to the time that interviewing skills and techniques are covered in class. However, you should be prepared to cover this content on your own if your interview is scheduled before this time. To register for the mock interview, visit the [CDC](#) at <http://www.iup.edu/career>. The site details the fees involved and other information regarding CDC requirements for mock interviews.

Once you have registered, you will be given access to the CDC's online resource center. There, you will find resources detailing the mock interview program requirements and resources to assist you in preparing for the interview. You must read these materials *prior* to your mock interview.

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Mock Interview Preparation

Lesson Guide (Page 2 of 3)

Following Scheduling

Once you have scheduled your interview, notify your instructor of the date and time of your appointment. Typically mock interviews will take place closer to the end of the semester (October to December in the Fall semester). As mentioned previously, you should review all course material, as well as any material provided by the CDC prior to the interview experience. You will also want to review the Mock Interview Rubric. This rubric is the same as the one used by the CDC mock interviewers to evaluate interviewees.

Prior to the Mock Interview

One to two weeks prior to the mock interview, you should begin preparing for the interview itself. The mock interview is designed to be as close to the real process of interviewing as possible. This includes making sure that you have the following:

- A sampling of 6-10 classified ads. Circle the ad that represents the position for which you are interviewing.
- A cover letter tailored to your circled ad. (This should not have Dr. Lamberski's signature on it.)
- A two-page resume.
- The CDC Mock Interview Feedback Form with your portion of the sheet completed.
- No reference listings or recommendations are needed.

If you will be participating in a CDC mock interview and live more than 50 miles from campus, you should plan on mailing your ads, cover letter, resume, and the CDC Mock Interview Feedback Form (Word 2007 template) *at least one week prior* to your interview. For those students who are within the 50-mile radius, you must drop off your materials in person at the CDC *at least two days prior* to your interview.

The Day of the Interview

The day of the interview, you should be prepared to follow the tips for successful interviews highlighted in both your text and the CDC materials. Specifically, you should be prepared by doing the following:

- Dress professionally.
- Rehearse answers and questions.
- Arrive ahead of the time you are set to begin the interview.
- Have a resume, cover letter, and copy of your ads handy.
- Be prepared to be audio/video recorded.
- Get/provide an e-mail, mailing address, or fax to where the interviewer may send your debriefing paper.

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Lesson Guide (Page 3 of 3)

Following the Interview

After you have completed your mock interview, it is helpful to reflect on the experience and determine the areas where you felt comfortable and the things that you can improve upon when you begin your actual interview. If you have an audio or video recording of your experience, this can be a helpful tool in preparing for real interviews. While it may be difficult, watching or listening to yourself allows you to see yourself the same way the interviewer sees you. In the long run, it will help you be aware of your common errors. You will also receive a copy of an interviewer-completed Mock Interview Feedback Form (Word 2007 template). This form will contain comments on what you did well and what you can improve upon in the interview process.

Other Important Notes

The following are just some other things to keep in mind when participating in the mock interview:

- There will be a penalty for a missed interview.
- You will not be penalized if the interviewer must reschedule your interview.
- Your interview must be scheduled or rescheduled to take place prior to the end of this course.

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Mock Interview Preparation

Assessment

To assist you in successfully navigating the mock interview process, the Mock Interview Checklist has been provided. You should complete the items below immediately following completion of this module:

- Download and review the Mock Interview Checklist.
- Register for or schedule your interview.
- Complete the student information section of the Mock Interview Feedback Form (Word 2007 template).
- Review the Mock Interview Rubric.

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COMM 395: Career Planning in Communications Media

Mock Interview Checklist

The following checklist has been provided to assist you in completing the steps for the mock interview.

Registration/Scheduling

- Within the first week of class, visit the CDC website and register for your mock interview.
- Pay the required fee.

After Registration

- Notify your instructor of your scheduled date, time, and with whom and what organization you will be interviewing.
- Begin reviewing course and CDC materials in preparation for the interview.

Prior to the Interview

- Mail or drop off your classified ads, cover letter, and resume to the interviewer/CDC.
- Complete your review of all mock interview resources.

The Day of the Interview

- Dress professionally.
- Arrive ahead of the time the interview is set to begin.
- Have a resume, cover letter, and copy of your ads handy.
- Be prepared to be audio/video recorded.
- Get/provide an e-mail, mailing address, or fax to where the interviewer may send your debriefing paper.

Indiana University of Pennsylvania Career Development Center

Mock Interview Feedback Form

Student Name: Click here to enter text. Semester/Course: Click here to enter text.

Interviewer: _____

MI Signature: _____ Date: Click here to enter text.

Instructor: Click here to enter text. Percentage Grade: _____

Record ID Number: _____

Rating Key: 5=Excellent, 4=Good, 3=Fair, 2=Poor, 1=Needs Improvement, 0=Did Not Complete

Appearance

Dressed professionally, clothing is appropriate for the position

Rating: _____

Comment: _____

Greeting/Introduction

Firm handshake, used interviewer's name, maintained eye contact while speaking

Rating: _____

Comment: _____

Body Language

Consistent eye contact, appropriate non-verbal communication, good posture, attentive, relaxed, confident

Rating: _____

Comment: _____

Overall Impression

Enthusiastic, sincere, professional demeanor

Rating: _____

Comment: _____

Focus

Well-defined career goals, confidence in abilities, realistic, practical

Rating: _____

Comment: _____

Oral Communication

Articulate, used proper grammar, spoke clearly, organizes responses

Rating: _____

Comment: _____

Preparation

Researched employer, anticipated interview questions, prepared questions to ask interviewer

Rating: _____

Comment: _____

Preparation

Researched employer, anticipated interview questions, prepared questions to ask interviewer

Rating: _____

Comment: _____

Cover Letter: Received at least 2 business days prior to the interview

Rating: _____

Resume: Received at least 2 business days prior to the interview

Rating: _____

Arrival: 10-15 minutes early

Rating: _____

Indiana University of Pennsylvania Career Development Center

Mock Interview Rubric

Appearance

5	Excellent	Business suit in a conservative style and color; well-pressed; shoes shined and in good condition; hair clean and neatly styled; minimal jewelry. For men: necktie, well-groomed facial hair; no evident body piercings or tattoos. For women: skirt of appropriate length, or pants; no revealing clothing; body piercings limited to ears; no evident tattoos; jewelry does not distract interviewer or interviewee.
4	Good	Business suit as above, but may be somewhat less professional; clothing may need some care (pressing or shoe shining).
3	Fair	Clothing is clean and pressed but less professional (for example, skirt or dress pants and blouse for women; khakis with a shirt and tie for men). Wears excess jewelry or has obvious tattoos/body piercings.
2	Poor	Clothing is not professional-looking, is wrinkled or dirty. Hair may not be well-kept. Jewelry, piercings, and/or tattoos are obvious.
1	Needs Improvement	Attire does not reflect professionalism or care (for example: jeans, t-shirts, tennis shoes). Hair style/color is inappropriate for a professional interview. Jewelry, piercings and/or tattoos are obvious and excessive.

Greeting/Introduction

5	Excellent	Firm handshake; uses interviewer's name; maintains eye-contact.
4	Good	Hesitates before shaking hands; handshake is somewhat less firm; breaks eye contact occasionally.
3	Fair	Hesitates before shaking hands; handshake may be slightly limp; may not use interviewer's name; maintains eye contact 50% of the time.
2	Poor	Does not offer hand until interviewer extends his/her hand; limp handshake; does not call interviewer by name; maintains eye contact 25% of the time.
1	Needs Improvement	Refuses to shake hands or handshake is extremely limp; does not use interviewer's name or uses incorrect name; less than 25% eye contact.

Body Language

5	Excellent	Consistent eye contact; non-verbals match verbal communications; sits up straight in chair; leans slightly forward to demonstrate attentiveness; appears relaxed (no obvious nervous mannerisms); confident in abilities.
4	Good	Consistent eye contact (at least 90% of the time); most non-verbals match responses to questions; sits up straight; few nervous mannerisms; generally confident.
3	Fair	Maintains eye contact (at least 75% of the time); some non-verbals match responses; slouches somewhat in chair; has some nervous mannerisms.
2	Poor	Maintains eye contact (50% or less of the time); most on-verbals do not match responses; slouches; demonstrates nervous mannerisms throughout the interview; appears generally uncomfortable.
1	Needs Improvement	Appears uncomfortable and nervous throughout the interview; mannerisms are distracting; non-verbals and verbals are incongruent; almost never maintains eye contact.

Overall Impression

5	Excellent	Enthusiastic; sincere in responding to questions; demeanor reflects professionalism, interest and confidence in abilities.
4	Good	Displays enthusiasm in most responses; is generally sincere in answers; demeanor mainly shows professionalism, interest and confidence in abilities.
3	Fair	Responses are delivered enthusiastically 50% of the time; sincerity is evident in approximately 50% of answers; demeanor, interest and confidence are also reflected at the 50% level.
2	Poor	Interviewee demonstrates little enthusiasm or sincerity in responses; appears not confident; shows lack of interest in the interview.
1	Needs Improvement	No apparent enthusiasm; lack of sincerity or conviction; confidence level is very low; demeanor is unprofessional.

Focus

5	Excellent	Career goals are well-defined and articulated; interviewee is confident in his/her abilities; statements are realistic and practical.
4	Good	Career goals are generally well-defined; interviewee is able to articulate most goals; shows confidence in most abilities; most statements are realistic and practical.
3	Fair	Career goals are sometimes well-defined and articulated clearly; interviewee exhibits moderate confidence in abilities; some statements are realistic and practical.
2	Poor	Goals are often poorly defined and/or articulated; interviewee does not appear confident when discussing his/her abilities; most statements are vague and impractical.
1	Needs Improvement	Interviewee is unable to articulate career goals; demonstrates no confidence in abilities; uses unrealistic or impractical statements in responding to questions; shows little or no understanding of interview process.

Oral Communication

5	Excellent	Uses proper grammar; speaks in a clear and easily understandable manner; responses are well-thought out and organized; interviewee is not hesitant when answering questions.
4	Good	Uses proper grammar the majority of the time; speaks clearly in most cases; most responses show forethought and organization; interviewee may be slightly hesitant when answering questions.
3	Fair	Uses proper grammar 50% of the time; some answers are clear and understandable; some responses show forethought and organization; interviewee hesitates on many responses.
2	Poor	Seldom uses proper grammar; answers are rambling and unfocused; responses show little forethought; interviewee hesitates before answering most questions.
1	Needs Improvement	Consistently uses poor grammar; is unable to answer some questions; responses have no apparent point.

Preparation

5	Excellent	Interviewee has done extensive research on the employer; anticipates interview questions and has prepared articulate responses; asks at least three in-depth questions of the interviewer.
4	Good	Interviewee has researched the employer; anticipates most questions and has prepared thoughtful responses; asks 2-3 in-depth questions of the interviewer.
3	Fair	Interviewee has done some research on the employer; anticipated at least 50% of the interview questions and is able to answer at least 50% of them articulately; asks 1-2 questions of the interviewer.
2	Poor	Interviewee has done minimal research on the employer; is unprepared for most questions; asks 0-1 questions of the interviewer.
1	Needs Improvement	Interviewee has not researched the employer; is unfamiliar with the employer's products or services; is unprepared for most or all questions; asks no questions of the interviewer.

Additional Screen Captures



moodle.iup.edu > rjl-dev-COMM395-Converted

Switch role to... Turn editing on

People

- Participants

Activities

- Assignments
- Chats
- Forums
- Quizzes
- Resources

Search Forums

Go

Advanced search

Administration

- Turn editing on
- Settings
- Grades
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reports
- Questions
- Files
- Profile

My courses

- cbennett
- Development
- Experimental
- Charter Development

Topic outline

COMM 395

Career Planning in Communications Media

- Syllabus (Start Here)
- Overview
- Objectives
- Lesson
- Assessment
- Introductory Assignments
- Commitment to Course Policies
- Announcements
- General course chat

1 The IUP Communications Media Career Preparation Process

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2 Chapter 1 Review

- Chapter 1 Review
- Chapter 1 Quiz

3 Chapter 2 Review

- Chapter 2 Review

Latest News

Add a new topic...
(No news has been posted yet)

Upcoming Events

- Winter Session Classes End
Friday, 15 January
- Winter Session Faculty Enter Final Grades
Friday, 15 January, 08:00 AM
- Wednesday, 20 January, 10:00 AM
- Martin Luther King Jr. Day
Monday, 18 January
- Spring Classes Begin
Tuesday, 19 January
- Winter Session Grades Available
Thursday, 21 January
- Go to calendar...
New Event...

Recent Activity

Activity since Tuesday, 12 January 2010, 05:01 PM

Full report of recent activity...

Nothing new since your last

Screen Capture: COMM 395 Moodle Course Page

Addendum

Letter of Support from Mark Anthony, IUP Career Development Center

December 7, 2010

Communications Media Curriculum Committee
121 Stouffer Hall, IUP, Indiana, PA 15705

Dear Members of the COMM Curriculum Committee:

I have been asked to provide a letter of support regarding the Telephone Mock Interview program in the future offering of COMM 395: Career Planning Distance Education.

As you are aware, the live Mock Interview has been a requirement for COMM 395 for many years. This simulation exercise provides students with the opportunity to practice their interview skills in as realistic a setting as possible. A rubric for evaluating the interview has been created with input from faculty members. Over 700 Mock Interviews are conducted each year as part of several different courses on campus.

With the growth of distance education courses, the staff began considering options for conducting the Mock Interview through various means of delivery. In consultation with the Career Development Center's Advisory Board of employers and faculty, we discussed the possibility of video interviewing. The feedback of the human resource representatives on the Board was that telephone interviews are much more common, particularly for entry-level candidates, and that there was a definite need for all job candidates to be better prepared for telephone interviews. Many candidates fail to take a telephone interview seriously, and as a result, fail the screening phase of the process. Based on their experiences, video interviews are rarely done for entry level, and only fairly frequently done at the executive level.

This will be the second course that the Career Development Center will support for distance education. We successfully piloted the Telephone Mock Interview Program in Summer 2010 for the Eberly College of Business (BTST 321: Business & Interpersonal Communications). We also used the Telephone Mock Interview program for BTST 321: students at the IUP/Community College of Allegheny County. Many of these students are adult learners who hold full-time jobs and were in need of flexible scheduling.

We have extensive training for our graduate assistants and staff for both live and telephone Mock Interviews. We have developed a scoring sheet that is used in the telephone interview situation, based on input from employers. We feel there is little difference between a live and telephone Mock Interview.

Recognizing that these distance education students may be in different time zones, the staff will allow scheduling on a flexible case by case basis given the time differences that might occur with student enrollment. Dr. Lamberski and I both agree that if need be, we can attempt to identify a local HR department manager for a live interview that would be an acceptable substitution for the course requirement.

If you have additional questions, I would be pleased to meet or talk with the committee.

Sincerely,
Mark E. Anthony, Director
Career Development Center

Cc: Kurt Dudt, Chair, Communications Media Department
Dave Porter, Distance Education & Continuing Education