



FOUNDATION FOR YOUR FUTURE

— East Texas A&M QEP —

Phase 2 Info Packet

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QEP Overview

The QEP for East Texas A&M University, ***Foundation for Your Future***, equips students with a comprehensive approach to making career choices. These choices begin with an inward assessment and conclude by connecting personal traits to a broad range of career options for which students are most suited, embedded in an engaging, hands-on education that prepares students for success in their chosen careers. The overarching purpose of the QEP is to represent the construction of a student's career readiness and ability to manage their career in three phases designed to:

- Provide students with a solid career *foundation* as they begin college;
- Build upon this foundation with a *framework* that provides students with the skills, content, and competencies needed for a successful future; and
- Launch students successfully into their careers with a *capstone experience or project* as a synthesis of prior learning.

GOAL of PHASE 2: To build upon a solid foundation (QEP Phase 1) with a *framework* that provides students with the skills, content and competencies for a successful future.

Student Learning Outcome: Students will develop their VIPRESS and career readiness (integrated) through in-class assignment artifact production.

Courses: Career-related courses in each academic program designated by department heads.

Phase 2: *Framework*

Phase 2 focuses on the sophomore and junior year for undergraduate students. In most curricular programs, it is during these *framework* years that students begin taking courses in the major and/or transition into upper-level study in the major, and begin to refine career-related skills, knowledge and competencies. It is also common in these classes that students begin to identify perceived areas of weakness and question their career goals (Kinash et al., 2017). In one extreme, some students will develop a heightened sense of tenacity to work beyond what they previously thought capable. In another extreme, some students may conclude that they have made the wrong career decision, and may either drop out of college, transfer or seek a different major and career option.

As such, the primary goal of Phase 2 is twofold. First, as stated above, the goal of Phase 2 is to instill and develop career-related and enduring skills, content and competencies students will need to succeed in their chosen careers and in life. The secondary purpose of Phase 2 is for students to identify new, previously unexplored career options based on new experiences. Students who question their original career or degree decisions and would have otherwise dropped out or transferred institutions are encouraged to instead explore other career paths when they realize their initial choices may need revision to complete a college degree.

East Texas A&M Faculty: What We Need from You

In your Phase 2 QEP course, select a key assignment that covers the content of your course while also preparing students for a skill, knowledge set or competency of a career related to your course. A sample of key assignment examples is included in this packet if you need a starting point.

Near the end of the semester, you will receive an email from a member of the QEP committee asking for submissions for annual assessment of the QEP. When you receive this message, you will select ungraded student submissions that represent 10% of your course enrollment, download the student submission and share them with the QEP committee via the QEP OneDrive for evaluation by the QEP Committee. The grade you assign as the course instructor will not impact the QEP evaluation, and the QEP evaluation should not impact the grade you choose to assign for your course.

The QEP Career-Ready Micro-Credential

Through successful completion of QEP tasks through all three phases, students will be eligible to earn the QEP Career-Ready Micro-Credential. In Phase 1, students needed to complete the *Focus2* Self-Assessment and Reflection Assignment, scoring a 3 (meets expectations) or higher on the QEP rubric. Additionally, students needed to create a professional profile in *SkillsFirst* or *Handshake* (Hire-a-Lion). In Phase 2, students will submit a first-draft of a professional résumé in their Handshake portfolio and attend various career-related events or activities.

Online Resources

- Office of Student Career Preparedness: <https://www.ETAMU.edu/student-career-preparedness/>
- *Focus2* (new user cap-sensitive code: **Lions**) <https://www.focus2career.com/Portal/Login.cfm?SID=1842>
- Hire-a-Lion (*Handshake*): <https://ETAMU.joinhandshake.com/login>

Designing a Career and Career-Awareness Unit

Phase 2 is intentionally open-ended to allow faculty the opportunity to identify and implement appropriate curricular assignments and tools. Faculty should encourage students to participate in campus-wide activities that are outside of, or external to, a course. These are meant to provide students with experiences or additional skills needed to be successful. We encourage faculty to select from among the suggested key activities or possible assignments below, or to identify a current assignment that aligns with the Student Learning Outcome for Phase 2 of the QEP. Please ensure that the assignment you create can be assessed by the QEP Committee using the Phase 2 Rubric, “Integrated VIPRESS and Career Readiness.” (See p. 12 for the rubric.)

Possible In-class Assignments

- **Career Navigation Project:** This would be a mini-research project on career choices and the relative skills, knowledge, and competencies required and that link to students’ VIPRESS. (A sample assignment template is included in this packet.) Faculty could also ask students to prepare a give a PowerPoint® presentation or an equivalent if there is a PDF version that faculty can ensure contains the elements that align to the Phase 2 Framework rubric. (See p. 12 for this rubric.)
- **Career-related Key Assignment:** Course instructors may select a key assignment in individual courses that introduce or develop career-related skills, knowledge or competencies that link to students’ VIPRESS. In these situations, course instructors will identify the assignment and grading criteria on an individual basis; however, for purposes of the QEP Phase 2 assessment, faculty should ensure that it has the elements that align to the Phase 2 Framework rubric. (See p. 12 for this rubric.)
- **Professional Résumé:** Either through an in-class assignment or through the Office of Student Career Preparedness, students create a professional résumé, appropriate to the degree/career field. A sample template and grading rubric included in this document. As part of this assignment, students write a reflection that explores how their résumé reflects their VIPRESS and fit for career. Faculty should ensure that the reflection parameters link to the Phase 2 rubric. (See p. 12 for this rubric.)

Possible External Experiences and Activities to Earn Micro-credential

- **External Activities:** Faculty can encourage their students to participate in co-ops, fundraising, not-for-profit organizations, or nonprofit agencies. Students can also learn how participation in these activities builds skills they can add to their résumés.
- **Campus Events:** The Office of Student Career Preparedness offers several events throughout the academic year. Students receive emails inviting them to meet with employers from a variety of careers, ranging from military service to businesses to education. Faculty should encourage students to attend these events and learn more about potential career opportunities.
- **Workshops:** The Office of Student Career Preparedness, as well as other campus groups, offer workshops to support student career preparedness. These range from dinner etiquette to dressing for the job interview to practicing interview skills. These opportunities help students learn or refine skills that can give this an edge when they enter their careers.

Career Exploration Assignment Sample

(Credit to Robert Rankin, Assistant Professor of Accounting)

Learning Objectives

After completing this assignment, you should be able to:

1. Analyze your thoughts and feelings about career choices;
2. Evaluate the importance of occupational considerations those that are important in your career choice;
3. Develop and enhance your ability to successfully gather and compare occupational information to reduce career indecision;
4. Evaluate and prioritize your career goals.

Upon completion of your degree, the goal is to obtain professional employment or to advance your professional career. The purpose of this assignment is to enhance your career exploration skills and to increase your occupational knowledge and decision-making self-efficacy. The assignment provides an opportunity to carefully consider your career goals, gather and compare occupational information, and record your reflections, thoughts, and feelings using the Career Exploration Framework detailed below.

Assignment

Explore job postings on the internet or other source and select a position in a location where you would like to work and qualify for upon completing your degree. If you do not or will not have the requisite qualifications, experience, or desire to live in that geographic location, select a different position. Once you select a position, compose your paper (minimum of five pages) with the following requirements:

1. At the top of the first page, provide a **Position Summary** as follows:
 - a. Title of Position: (e.g. Staff Accountant)
 - b. Years of Experience Required: (e.g. less than 2 years)
 - c. Company/Organization: (e.g. Texas Department of Transportation)
2. Following position summary using no more than three pages provide your personal evaluation about why you selected the position using the six **Occupational Considerations** of the Career Exploration Framework detailed below: *challenge, compensation, culture, location, opportunity for advancement, and purpose*.
3. On a separate page, include a copy of the **Posting/Advertisement** you selected.
4. After the posting, include a copy of your current **Résumé**. Your résumé should only be one page and will be reviewed to ensure you qualify for the selected position.

5. Save your paper as follows with the last four of your student ID followed by EXP (e.g., 4414EXP.docx).

Include headings centered for the each of the bolded words in your paper.

Career Exploration Framework

Using the Career Exploration Framework below, analyze your thoughts and feelings about your chosen career choice and position. Evaluate and identify which of the frameworks' considerations are most important in your career choice.

Please center and bold without underlines each of the six occupational considerations as subsections in your paper. As a reminder, you are evaluating the position relative to your personal beliefs and feelings not the position itself.

Challenge: Positions can range from exceedingly demanding to not demanding. In a demanding position, you are likely to be constantly busy, may work a significant amount of overtime, and are generally under time pressure. In a less demanding position, there is little to no stress and the days may seem to drag on - you basically show up and get paid. Evaluate your selected position with regard to your preference of the level of demands by considering some of the following position-related attributes: ability to attain goals, task difficulty, outcome controllability, time pressures, stress levels, professional certification requirements, and performance-based pay.

Compensation (Financial Rewards): Compensation is the financial reward you expect to earn for your services, including salary, insurance, vacation pay, retirement, family leave options, and other benefits. It is highly unlikely the position posting will list all financial rewards. Based on the position you selected, you should research the following compensation related attributes: starting salary, long-term salary range, commissions or bonuses, retirement plans, stock options, medical and dental insurance, tuition reimbursement, and paid and unpaid time off. Once you have an idea of the position's compensation and benefits, evaluate their importance to you in selecting the position. Remember, your expected compensation should be in the form of a salary (e.g., \$35,000 per year) rather than an hourly rate.

Culture (Working Environment): Culture is the internal environment of the company, encompassing how their employees are treated, their ethical practices, work life balance, and physical working conditions. To understand a little about company culture, you might read ratings from the position posting from current and past employees. You are trying to evaluate whether the company culture is a fit for you. After determining the company/organizational culture, evaluate the importance of the company's culture in selecting the position. You may consider some of the following position culture attributes: company values, working hours per week, work-life balance, inclusive and collaborative, communication and feedback, teamwork, remote work possibility, progressive values, company image, work related travel, and sustainability/corporate social responsibility.

Location: Location is primary physical location of the position (i.e., where you will work). When evaluating location, consider and discuss attributes such as climate, commute time/distance, distance from family/loved ones, proximity to your home, affordable housing, size of the city/town, access to

cultural, sports and/or outdoor activities, access to health care, public transportation, and distance from an airport. Generally, you will fall into one of three position location preferences: willing to go anywhere; open to several locations, but not willing to work just anywhere; or needing to stay close to your home.

Opportunity for Advancement (Career Prospects): You might also read this as potential for growth within the company. When evaluating opportunity for advancement, consider the size and location of the company relative to your other criteria. Ask yourself how important growing with the current company or future company is for you. When thinking about opportunities for advancement, you should consider training, mentorship, and professional development opportunities with the current company as well as short- and long-term promotion potential.

Purpose (Intrinsic Value): Purpose represents the belief(s) that you have an overarching aim (i.e., contribute to society) that informs the development of goals and goal-oriented behaviors. When you have purpose, you are creating or doing something, feel energized, and motivated. If you consider your work (position) a “calling” rather than “just” a job, your work has purpose. When contemplating, purpose consider if the position would be intellectually stimulating, give you a chance to make a contribution, enhance your social prestige, and enable you to achieve your personal and professional goals while feeling appreciated as part of the team.

Résumé Assignment Example

This template provides an example résumé assignment. This assignment can be modified as needed to meet the specifications of the major. Or, faculty can use their own résumé assignment, as desired.

Purpose: For this assignment, you will create or revise a professional résumé using a standard template. Use an internet search, Microsoft Office templates, or a résumé template from the Office of Student Career Preparedness to create your résumé. Your résumé should include:

CONTACT INFORMATION

- Slightly larger font / bold if desired
- Small, professional icons and headshots are ok – avoid “cutesy” pictures

EDUCATION

- High school and college(s) attended
- Reverse chronological order (Most recent first)
- Be clear about your degree title. Do not just write “BS” or “BA.” Also, formally, it is not a “Bachelor’s Degree. Spell-out the entire title and include your concentration and/or specialization.
- Date: Graduation date only
- Include graduation label if necessary (*Cum laude, Magna cum laude*...in italics)
- Include all certifications

REFERENCES

- Use complete names and titles
- John Doe, Ph.D. / NOT Dr. John Doe (implies medical doctor) / NOT Dr. John Doe, Ph.D. (redundant)
- Include as much contact information as possible (you may not get the job if they have to hunt-down your contact people)

STRONGLY RECOMMENDED

PROFESSIONAL SUMMARY

- Two to three sentences that describe your professional goals; usually at the top of your résumé.

PROFESSIONAL EXPERIENCE

- Professional experiences include any job for which you were hired and/or received payment. If you have not had a job to this point, remove the “Professional Experience Heading.”
- In some careers, the résumé should include a brief summary of tasks or duties you fulfilled in each job.

- Talk with a faculty member in your area to determine whether or not certain internships might count as professional experience.
- In this section, do not list volunteer activities unless, as stated above, it was a formal internship related to your career goals.
- Talk with a faculty member about how certain jobs you may have held in high school or college may or may not need to be included on your professional résumé.

ADDITIONAL CONTENTS TO CONSIDER

HONORS AND AWARDS

- If you do not have any honors or awards, remove the heading from your résumé.
- Focus on college & post-college level honors. Only list high school achievements if they are relevant and significant to your career field.

PROFESSIONAL ORGANIZATION MEMBERSHIPS

- If you were involved in a professional or student organization, include those on your résumé (it shows you are involved in the profession and/or across campus, above and beyond your curriculum requirements).
- Spell-out any acronyms
- List in reverse-chronological order (most recent at the top of your list)
- Include tenure of membership (from – to)
- Include offices you may have held

GENERAL GUIDELINES

- When you submit a printed copy, use high quality, professional paper
- Avoid bright, obnoxious colors
- Horizontal alignment aids in uniformity and organization
- Use 12-point standard font (Times New Roman, Times, Arabic, Courier...)
- 1 page preferred / 2 pages maximum
- Spaced-out: If it is too cluttered, they won't read it; however, if it is too spread-out, it will look like you have not accomplished much

Resume Grading Criteria:

The following grading scale will be applied for each item listed on the assignment specifications.

	Exemplary (3 pts)	Acceptable (2 pts)	Developing (1 pt.)	Missing or Unacceptable (0 pts)
Contact Information	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
Professional Summary	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
Education	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
Work Experience	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
Honors / Awards	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
Professional Organizations	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
References	All content is included and presented clearly	Most content is included but some is missing and/or is unclear	Some content is included but much is missing and/or is unclear	Content not included or is unclear
Overall organization	Information is very well organized and clearly presented, using standard fonts and templates	Information is well organized and clearly presented, some re-organization is recommended	Some organization is evident but much reorganization and presentation of content is recommended	Mostly poor organization with little thought given to presentation of contents
Overall writing style	Free of typographical, spelling, punctuation and syntactical errors	Occasional typographical, spelling, punctuation and syntactical errors are present	Multiple typographical, spelling, punctuation and syntactical errors are present	Excessive typographical, spelling, punctuation and syntactical errors are present

Phase 2 Rubric for QEP Assessment

The QEP Committee will lead assessment of student submissions using this rubric, which neither impacts, nor is impacted by, the course grade for the course assignment. Faculty should feel free to use/modify this rubric as a scoring guide if they wish for grading.

VIPRESS: Values, Interests, Personality, Reward system, Experience, Skills, and Strengths

Integrated VIPRESS and Career Readiness					
DOMAIN	Exceeds Expectations 5	Above Expectations 4	Meets Expectations 3	Below Expectations 2	Does Not Meet Expectations 1
Identification of VIPRESS Fit for Career	Shows deep understanding of VIPRESS fit to career.	Shows very good understanding of VIPRESS fit to career.	Shows good understanding of VIPRESS fit to career.	Shows poor understanding of VIPRESS fit to career.	No understanding or struggles to understand VIPRESS fit to career.
Clarification of Fit for Career	Provides exceptional explanation of how academic experience and career readiness events helped solidify fit for career.	Provides very good explanation of how academic experience and career readiness events helped solidify fit for career.	Provides good explanation of how academic experience or career readiness events helped solidify fit for career.	Provides poor explanation of how academic experience or career readiness events helped solidify fit for career.	Does not or struggles to provide explanation of finding fit for career.
Awareness Level for Career	Reveals full awareness of ability to fit into or be prepared for chosen career, articulating eagerness to do so in several, specific ways.	Reveals a great deal of awareness to fit into or be prepared for chosen career, articulating with great interest to do so in a few ways .	Reveals awareness to fit into or be prepared for chosen career or newly discovered career option, naming at least one way to do so.	Reveals significant lack of awareness for fit into or preparation for chosen career or newly discovered career option.	Completely unaware of fitting in or preparing for any career.
Recognition of Knowledge Gaps	Recognizes very specific gaps in knowledge of career field, articulates how that knowledge would be helpful , and reveals plans to fill the gaps.	Recognizes gaps in knowledge of career field and articulates how that knowledge would be helpful .	Recognizes gaps in knowledge of career field.	Recognizes very few gaps in knowledge of career field.	Does not or struggles to recognize any gaps in knowledge of career field.