



Marshall University Syllabus Special College of Liberal Arts HerdWork Humanities

Course

SCLA 475 – Humanities at Work

Course Description

Humanities at Work is the asynchronous academic companion to the HerdWork Humanities internship. The course helps students connect humanities learning with workplace experience, career readiness, and Marshall University's baccalaureate goals for reflective, critical, creative, and ethical thinking. Students practice professional communication, workplace judgment, self-assessment, nonprofit and civic analysis, technology use, career storytelling, application materials, interviewing, and post-college transition planning. Across the course, students translate internship and humanities experiences into evidence of NACE Career Readiness Competencies, Humanities Power Skills, and Humanities Values.

Credits

1 - credit Undergraduate

Prerequisites

Placement in a HerdWork Humanities internship with an approved nonprofit/community partner organization.

Term/Year

Fall 2026

Format

This course format is Asynchronous Online (AO).

There will be one required synchronous meeting via Microsoft Teams. You may choose one of the following to attend:

All interns are required to attend one 30-minute orientation Teams meeting next week. Required means that if you don't attend, you will not be able to move forward with your internship this semester.

This is a chance for us to share information with you and answer your questions.

You have three options to accommodate your schedule. Please see them below.

Option 1: Monday, August 24, 4:00 - 4:30:

<https://teams.microsoft.com/meet/24850675636056?p=gQCV0ER8fwS6l3VSAO>

Option 2: Tuesday, August 25, 3:30 - 4:00:

<https://teams.microsoft.com/meet/22683500410931?p=ASQ0ubAIg007O5JXFC>

Option 3: Wednesday, August 26, 9:00 - 9:30 am:

<https://teams.microsoft.com/meet/22878591163304?p=yYp01fKQu8LPaz1ypH>

This course should be completed in one fall term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Facilitators and Contact Information

Kelli Crabtree, Internship Experience Director, HerdWork Humanities

- Office: Old Main 349
- Office Hours: Tuesdays, 10:00am -11:00am via Teams ([Office Hours | Meeting-Join | Microsoft Teams](#)) and by appointment
- Office Phone: 304-696-4720
- Marshall Email: Kelli.Crabtree@marshall.edu

Dr. Rich Jones, Professor and Chair, Department of Communication Studies and Faculty Program Director, HerdWork Humanities

- Office: Smith Hall 244
- Office Hours: By appointment
- Office Phone: 304-696-3078
- Marshall Email: jonesri@marshall.edu

Preferred Communication Method and Expected Response Time

Preferred method is Marshall email. Expect a typical response time of 24 hours or less.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Campus Carry Policy

University Policy, UPGA-12 (Campus Carry Policy) derives its authority from West Virginia State law, including the Campus Self-defense Act (W. Va. Code § 18B-4-5b). It pertains to the exercise of Concealed Carry-on Marshall University's campus, except in designated areas, by individuals with a valid permit to Conceal Carry.

Individuals who choose to Conceal Carry are responsible for knowing and understanding all applicable federal, state, and local laws and Marshall University Board of Governors

Rules, University Policies, and Administrative Procedures. University Policy, UPGA-12 applies to areas of campus and buildings that are directly under the possession or control of Marshall University.

Concealed Handguns are not observable to others and must be holstered and concealed on the body of the permit holder or in a personal carrier, such as a backpack, purse, or other bag that remains under the exclusive and uninterrupted control of the permit holder. This includes wearing the personal carrier with a strap, carrying, or holding the personal carrier, or setting the personal carrier next to or within your immediate reach at all times. If your participation in class activities impedes your ability to maintain constant control of your Handgun, please make alternate arrangements prior to coming to class.

Required and/or Recommended Texts and Materials

No required books. Needed materials will be posted on Blackboard.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- Specifically students will be expected to access and use: Blackboard, Marshall email, Microsoft Word/Office 365, Microsoft Forms, Panopto or Blackboard video recording, PathwayU, Big Interview, Big Resume, and possibly Padlet or another timeline tool.
- For college and program technology requirements, see MUIT's [Recommendations and Computer Requirements Page](https://www.marshall.edu/it/recommendations/) (URL: <https://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the [Blackboard Browser Checker](https://help.anthology.com/blackboard/student/en/getting-started/supported-browsers/browser-checker.html) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: <https://help.anthology.com/blackboard/student/en/getting-started/supported-browsers/browser-checker.html>)
- Students must be able to use Marshall email and Blackboard tools, including course messages, assignments, discussion boards, tests, journals, and groups. Links to Blackboard help and tutorials are available on the Institution Page inside Blackboard.
- Synchronous Online or Synchronous Choice courses may require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](https://www.marshall.edu/it/microsoft365/) (URL: <https://www.marshall.edu/it/microsoft365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- For assistance with Blackboard—including content access, videos, and submissions--email the Design Center at onlinelearning@marshall.edu.
- For assistance with other technology--including Outlook, Microsoft, Adobe, and devices—contact [Marshall University Information Technology](#).

Course Requirements/Due Dates

All requirements and due dates will be clearly articulated with ample time.

Course Policies

By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

While enrolled in this online course, it is expected that students will engage with the material at least weekly.

Online Communication Expectations

Practice communication competence by communicating professionally with your professor and peers (via email, phone, video conference, discussion board posts, etc.).

Grading Scale

For full credit, assignments should be submitted promptly. Detailed instructions are provided for each assignment on Blackboard.

Your final grade will be based on the assignments described in this syllabus.

Midterm Grades

You will receive a midterm grade in this course. This grade will reflect your performance on the course requirements we have had up to this point in the class and is not a guarantee that you will receive the same grade as your final grade in the course. Be advised that you must complete all remaining requirements. Students wishing to improve their performance should contact me to discuss strategies to do so.

Late Work Policy

1. Any assignment that is not submitted on time may be subject to a 50% deduction.
2. Assignments can be turned in early.
3. Students may earn an incomplete if the reasons for the incomplete fall within the university's attendance policies and expectations.

Anticipated Response Time for Grading and Feedback

Grades and feedback will be provided within 7 business days of their completion.

Evaluation Criteria

Assignment guidelines and rubrics will be provided on Blackboard for each assignment.

Generative Artificial Intelligence (AI) Policy for Use in this

Course

Humanities at Work emphasizes reflection, professional judgment, authentic application, problem-solving, critical thinking, and metacognitive thinking about your own learning and growth. Because these are central course outcomes, most assignments are designed to capture *your* thinking, experiences, decisions, and self-assessment.

Generative AI may be used to explore a topic, clarify concepts, or support your understanding of course material. However, unless an assignment specifically indicates otherwise, AI should not be used to generate, substantially develop, or replace your responses to assignments asking you to reflect, solve problems, analyze situations, assess yourself, or apply course concepts to your internship experience.

Submitted work should represent your own thinking and learning. You are also responsible for protecting the privacy and confidentiality of your internship site and should never enter confidential or identifying information into an AI tool.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/).
(URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services' Acceptable Use Policy

Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/) and read the section, **Students with Disabilities**.
(URL: <https://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You

may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/microsoft365/) (URL <https://www.marshall.edu/it/microsoft365/>).

Course Purpose

Humanities at Work is the asynchronous academic companion to the HerdWork Humanities internship. The course helps students connect workplace experience with humanities learning, career readiness, and Marshall University's broader goals for baccalaureate education.

Through active learning and metacognitive reflection, students practice applying humanities knowledge, skills, and values to authentic workplace and community situations. Students learn to observe and interpret their experiences, make thoughtful professional decisions, reflect on their growth, respond to feedback, and transfer learning across academic, professional, civic, and personal contexts. The course integrates the NACE Career Readiness Competencies, HerdWork Humanities Power Skills, and HerdWork Humanities Values while helping students develop evidence they can use to communicate their abilities and growth in future professional and educational settings.

Course Structure

Humanities at Work is an asynchronous course delivered through Blackboard and designed to be completed alongside the student's HerdWork Humanities internship. Weekly modules combine short readings, videos or other resources, applied activities, professional practice, reflection, and assignments connected to authentic workplace experiences.

The course uses an active-learning and metacognitive approach. Students do not simply learn about career readiness or professional practice; they apply concepts, make decisions, reflect on their choices and experiences, respond to feedback, revise their approaches, and consider how learning can transfer to future situations.

Throughout the course, students connect their experiences to three complementary frameworks: the NACE Career Readiness Competencies, the HerdWork Humanities Power Skills, and the HerdWork Humanities Values. Course activities progressively help students recognize these abilities in themselves, practice them in authentic settings, gather evidence of their development, and communicate that evidence to others.

A separate 10-week From Contact to Connection professional relationship practice series runs alongside the primary course modules. Through small, repeated professional actions, students practice developing and maintaining authentic professional relationships while learning about communication, reciprocity, consent, appropriate follow-up, and relationship boundaries.

Because the internship serves as an applied learning environment for the course, students are regularly asked to connect course concepts to observations, decisions, challenges, feedback, relationships, and accomplishments from their internship experience. The course therefore functions as a structured bridge among students' humanities education, experiential learning, career readiness, and continued professional and personal development.

Course Objectives/Outcomes

Course Learning Outcomes

CLO 1: Demonstrate professional judgment, integrity, accountability, dependability, and respect in everyday workplace situations.

CLO 2: Communicate clearly and appropriately across workplace channels, adapting tone, format, content, and delivery to the audience, urgency, documentation needs, organizational culture, accessibility, and risk of misunderstanding.

CLO 3: Collaborate effectively with supervisors, mentors, coworkers, peers, and community partners by listening actively, clarifying expectations, contributing to shared goals, communicating capacity, applying feedback, and navigating conflict professionally.

CLO 4: Assess interests, values, personality, workplace preferences, strengths, and areas for development and use that self-knowledge to establish realistic professional-development and lifelong-learning goals.

CLO 5: Identify, apply, and explain the Humanities Power Skills and Humanities Values using evidence from coursework, internship experiences, employment, volunteering, family responsibilities, creative work, and community involvement, and transfer those skills across academic, professional, civic, and personal contexts.

CLO 6: Analyze nonprofit and mission-driven organizations within their larger contexts, including mission, governance, funding, stakeholders, accountability, organizational capacity, community ecosystems, public trust, and civic impact.

CLO 7: Identify and communicate evidence of growth across the eight NACE Career Readiness Competencies through self-assessment, workplace examples, reflection, STAR stories, and spoken professional examples.

CLO 8: Develop an authentic and evidence-based professional identity and translate it into personal-brand language, LinkedIn materials, a targeted resume, a tailored cover letter, interview responses, and professional follow-up communication.

CLO 9: Use workplace technologies ethically and strategically to improve efficiency, organize and integrate information, support decisions, protect privacy, promote accessibility, evaluate AI-supported work, and adapt to unfamiliar tools.

CLO 10: Recognize common workplace-rights and responsibilities issues involving pay and hours, equal opportunity, accommodations, safety, protected leave, and retaliation, and identify appropriate reporting channels and official resources without overclaiming legal expertise.

CLO 11: Create and evaluate a flexible plan for the transition beyond college, considering employment, continued learning, pay and benefits, housing, insurance, finances, wellness, support systems, and the possibility that plans may change.

Humanities Powerskills:

- Creation (composition & communication)
- Critical Thinking
- Context (history, literature, philosophy, ethics)
- Culture
- Collaboration

Humanities Values :

- Ethics
- Self-Awareness

- Perspective-Taking
- Civic Awareness
- Cultural Awareness

NACE Career Readiness Competencies:

- Career & Self-Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

MU Baccalaureate Degree Profile Outcomes:

- Communication Fluency
- Integrative Thinking
- Metacognitive Thinking
- Ethical and Civic Thinking
- Information Literacy
- Quantitative Thinking
- Inquiry-Based Thinking
- Intercultural Thinking
- Creative Thinking

Desired Learner Outcomes

	Major Assignment	Course Learning Outcomes	Aligned NACE Career Readiness Competencies	Aligned Humanities Power Skills	Aligned Humanities Values	MU BDP — Best Fit	How Students Practice
Start Here	Financial Literacy: HerdWork Payment and Tax Responsibilities — Financial Action Plan	CLO 1 – Professional responsibility ; CLO 11 – Post-college transition and finances	Career & Self-Development; Critical Thinking; Professionalism	Critical Thinking; Contextual Thinking; Creation	Ethics; Self-Awareness; Civic Awareness	Information Literacy	Compare W-2 and 1099-NEC payment types, identify records and credible tax help, and plan for untaxed income.
Week 1	Professional Mentor Email	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 3 – Collaboration	Communication; Professionalism; Career & Self-Development; Critical Thinking; Technology	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Cultural Awareness; Civic Awareness	Communication Fluency	Email the site mentor to confirm logistics, expectations, communication norms, questions, and readiness.

Week 1	First Impressions Reflection and Professional Self-Introduction	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 4 – Self-knowledge and growth	Professionalism; Communication; Critical Thinking; Career & Self-Development	Critical Thinking; Contextual Thinking; Creation	Ethics; Self-Awareness; Perspective-Taking; Cultural Awareness	Ethical and Civic Thinking	Evaluate first-impression behaviors and identify one professional habit to strengthen.
Week 2	Getting to Know Each Other Video	CLO 2 – Workplace communication; CLO 3 – Collaboration; CLO 4 – Self-knowledge and growth	Communication; Career & Self-Development; Teamwork; Professionalism	Creation; Contextual Thinking; Collaboration; Critical Thinking	Self-Awareness; Perspective-Taking; Cultural Awareness; Ethics	Communication Fluency	Introduce academic, personal, and internship context through a concise, professional video.
Week 2	Humanities Timeline Reflection	CLO 4 – Self-knowledge and growth; CLO 5 – Humanities Power Skills and Values transfer	Career & Self-Development; Communication; Critical Thinking; Professionalism	Creation; Critical Thinking; Contextual Thinking	Self-Awareness; Perspective-Taking; Cultural Awareness; Civic Awareness; Ethics	Integrative Thinking	Connect formative humanities experiences to skills, values, internship goals, and future direction.
Week 3 / Course-Long	Beginning and End-of-Semester NACE Self-Assessments	CLO 4 – Self-knowledge and growth; CLO 7 – Evidence of NACE growth	All eight NACE competencies, with primary emphasis on Career & Self-Development and Critical Thinking	Critical Thinking; Contextual Thinking; Creation	Self-Awareness; Ethics	Metacognitive Thinking	Compare beginning and ending self-assessments and identify experiences or strategies that supported growth.
Week 3	PathwayU Interests, Values, and Personality Assessments + Unique You Reflection	CLO 4 – Self-knowledge and growth; CLO 8 – Evidence-based professional identity	Career & Self-Development; Critical Thinking; Communication; Professionalism	Critical Thinking; Contextual Thinking; Creation	Self-Awareness; Ethics; Cultural Awareness	Integrative Thinking	Connect assessment patterns and lived experience to workplace preferences, internship goals, and career direction.
Week 3	Cohort Snapshot / Peer Pathways Reflection	CLO 3 – Collaboration; CLO 4 – Self-knowledge and growth; CLO 5 – Humanities skills and values transfer	Teamwork; Equity & Inclusion; Communication; Career & Self-Development	Collaboration; Critical Thinking; Contextual Thinking; Creation	Perspective-Taking; Cultural Awareness; Ethics; Civic Awareness	Integrative Thinking	Compare classmates' pathways, identify shared themes, and reflect on the cohort as a professional community.
Week 4	Workplace Etiquette Scenarios and Etiquette Re-Write	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 3 – Collaboration; CLO 9 – Ethical technology use (applied)	Professionalism; Communication; Critical Thinking; Teamwork; Technology; Leadership; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Ethical and Civic Thinking	Analyze workplace scenarios, explain consequences, and rewrite unprofessional behavior as a responsible response.

Week 5	Communication Channel and Message Scenario Practice	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 3 – Collaboration	Communication; Professionalism; Critical Thinking; Teamwork; Career & Self-Development; Leadership; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Communication Fluency	Select and justify an appropriate channel, then compose an audience- and context-sensitive message.
Week 5	Digital Workspace Clean-Up Simulation	CLO 2 – Workplace communication; CLO 3 – Collaboration; CLO 9 – Ethical and strategic technology use	Technology; Teamwork; Critical Thinking; Communication; Professionalism	Critical Thinking; Collaboration; Creation; Contextual Thinking	Ethics; Perspective-Taking; Self-Awareness	Information Literacy	Organize files, folders, versions, and comments so shared information is clear, usable, and secure.
Week 5	Difficult-Conversation Role-Play and Reflection	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 3 – Collaboration; CLO 4 – Self-knowledge and growth	Communication; Professionalism; Critical Thinking; Teamwork; Leadership; Equity & Inclusion; Career & Self-Development	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Cultural Awareness	Communication Fluency	Practice calm conflict communication, clarification, repair, and reflection on personal communication habits.
Week 6	Mission Over Margin Analysis and Civic Identity Reflection	CLO 1 – Professional judgment; CLO 5 – Humanities skills and values transfer; CLO 6 – Nonprofit and mission-driven analysis	Critical Thinking; Communication; Career & Self-Development; Professionalism; Leadership; Equity & Inclusion	Critical Thinking; Contextual Thinking; Creation	Ethics; Civic Awareness; Perspective-Taking; Self-Awareness; Cultural Awareness	Ethical and Civic Thinking	Analyze nonprofit mission, resources, stakeholders, accountability, and impact, then reflect on civic responsibility.
Week 6	Community Ecosystem Map and Mentor Feedback	CLO 3 – Collaboration; CLO 5 – Humanities skills and values transfer; CLO 6 – Nonprofit and mission-driven analysis	Critical Thinking; Communication; Teamwork; Career & Self-Development; Leadership; Technology; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Perspective-Taking; Civic Awareness; Cultural Awareness; Ethics; Self-Awareness	Integrative Thinking	Map the organization's community relationships and refine the map through mentor feedback.
Week 7	Mentorship Reflection Video, Mentor Ask, and Weekly Memo	CLO 3 – Collaboration; CLO 4 – Self-knowledge and growth; CLO 5 – Humanities skills and values	Career & Self-Development; Communication; Professionalism; Critical Thinking;	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Integrative Thinking	Connect mentorship readings to internship experience, prepare a meaningful ask, and reflect on

		transfer	Teamwork; Leadership; Equity & Inclusion				feedback and growth.
Week 8	Humanities Advantage Video Reflection	CLO 5 – Humanities skills and values transfer; CLO 7 – Evidence of NACE growth; CLO 8 – Evidence-based professional identity	Career & Self-Development; Communication; Critical Thinking; Professionalism; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Integrative Thinking	Explain Humanities Power Skills and Values through personal evidence and future application.
Week 8	Professional Development Plan and Lifelong Learning Statement	CLO 4 – Self-knowledge and growth; CLO 5 – Humanities skills and values transfer; CLO 11 – Post-college transition	Career & Self-Development; Critical Thinking; Professionalism; Leadership; Technology	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Metacognitive Thinking	Assess strengths and growth areas, set goals, identify resources, and plan lifelong learning.
Week 9	NACE Evidence Inventory and Written STAR Stories	CLO 5 – Humanities skills and values transfer; CLO 7 – Evidence of NACE growth; CLO 8 – Evidence-based professional identity	All eight NACE competencies, with student-selected emphasis	Creation; Critical Thinking; Contextual Thinking	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Integrative Thinking	Develop evidence-based STAR stories that connect real experiences to NACE and humanities frameworks.
Week 9	STAR Video Pitch and Peer Review	CLO 2 – Workplace communication; CLO 3 – Collaboration; CLO 7 – Evidence of NACE growth; CLO 8 – Evidence-based professional identity	Communication; Career & Self-Development; Critical Thinking; Professionalism; Teamwork; Leadership	Creation; Critical Thinking; Collaboration; Contextual Thinking	Ethics; Perspective-Taking; Self-Awareness; Cultural Awareness	Communication Fluency	Deliver a concise STAR pitch and use peer feedback to strengthen clarity and impact.
Week 10	Workplace Culture Preferences and Mutual Fit	CLO 4 – Self-knowledge and growth; CLO 8 – Evidence-based professional identity	Career & Self-Development; Critical Thinking; Professionalism; Communication; Equity & Inclusion; Teamwork; Leadership	Critical Thinking; Contextual Thinking; Creation; Collaboration	Self-Awareness; Ethics; Perspective-Taking; Cultural Awareness; Civic Awareness	Integrative Thinking	Interpret workplace preferences, identify priorities, develop employer questions, and articulate mutual fit.

Week 10	Personal Brand, LinkedIn Drafts, and Work-Sample Plan	CLO 5 – Humanities skills and values transfer; CLO 8 – Evidence-based professional identity; CLO 9 – Ethical and strategic technology use	Professionalism; Communication; Career & Self-Development; Critical Thinking; Technology; Leadership; Teamwork; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Communication Fluency	Create evidence-based brand and LinkedIn materials and evaluate authenticity, confidentiality, and online presence.
Week 11	Targeted Resume and Tailored Cover Letter Packet	CLO 5 – Humanities skills and values transfer; CLO 8 – Evidence-based professional identity; CLO 9 – Ethical and strategic technology use	Communication; Career & Self-Development; Professionalism; Critical Thinking; Technology; Leadership; Teamwork; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Communication Fluency	Tailor a resume and cover letter to an opportunity and evaluate automated feedback critically.
Week 12	Interview Practice, Interviewer Question, and Thank-You Message	CLO 2 – Workplace communication; CLO 5 – Humanities skills and values transfer; CLO 7 – Evidence of NACE growth; CLO 8 – Evidence-based professional identity; CLO 9 – Technology use (applied)	All eight NACE competencies, with strongest emphasis on Communication, Career & Self-Development, Professionalism, and Critical Thinking	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Communication Fluency	Practice tailored interview responses, ask a thoughtful question, evaluate feedback, and draft follow-up.
Week 12	Inappropriate or Job-Irrelevant Interview Question Response Plan	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 10 – Workplace rights and resources	Professionalism; Critical Thinking; Communication; Equity & Inclusion; Career & Self-Development	Critical Thinking; Contextual Thinking; Creation	Ethics; Self-Awareness; Perspective-Taking; Cultural Awareness	Ethical and Civic Thinking	Identify inappropriate questions and prepare a professional response that protects personal boundaries.
Week 13	Technology Decision Note	CLO 9 – Ethical and strategic technology use; CLO 11 – Post-college transition	Technology; Critical Thinking; Professionalism; Communication; Career & Self-Development; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Information Literacy	Compare tools, apply an unfamiliar feature, and evaluate accessibility, privacy, accuracy, policy, and AI risks.

Week 13	Workplace Rights and Responsibilities Triage	CLO 1 – Professional judgment; CLO 10 – Workplace rights and resources	Critical Thinking; Professionalism; Communication; Equity & Inclusion; Career & Self-Development; Leadership	Critical Thinking; Contextual Thinking; Creation; Collaboration	Ethics; Perspective-Taking; Civic Awareness; Cultural Awareness; Self-Awareness	Ethical and Civic Thinking	Identify a workplace concern, missing facts, an appropriate reporting channel, and an official resource.
Week 13	Digital Post-College Transition Planner	CLO 4 – Self-knowledge and growth; CLO 9 – Ethical and strategic technology use; CLO 11 – Post-college transition	Career & Self-Development; Technology; Critical Thinking; Professionalism; Leadership; Teamwork; Equity & Inclusion	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Integrative Thinking	Create a flexible 30–60–90 day plan integrating career, finances, housing, wellness, and support.
Week 13 / Course-Long	Final Module Check-Out and Course Growth Reflection	CLO 4 – Self-knowledge and growth; CLO 7 – Evidence of NACE growth; CLO 11 – Post-college transition	Career & Self-Development; Critical Thinking; Professionalism; Technology; Communication	Critical Thinking; Contextual Thinking; Creation	Self-Awareness; Ethics; Civic Awareness; Cultural Awareness	Metacognitive Thinking	Identify key learning and resources, compare growth, and evaluate which strategies or supports were effective.
FCTC Week 1	What Is a Professional Relationship, Really?	CLO 3 – Collaboration; CLO 4 – Self-knowledge and growth; CLO 8 – Professional identity FCTC-LO1, FCTC-LO2	Career & Self-Development; Critical Thinking; Communication	Critical Thinking; Contextual Thinking; Collaboration	Self-Awareness; Perspective-Taking; Cultural Awareness	Integrative Thinking	Examine networking assumptions, identify warm contacts, and assess starting confidence.
FCTC Week 2	What Value Do I Bring?	CLO 5 – Humanities skills and values transfer; CLO 8 – Professional identity FCTC-LO3	Career & Self-Development; Communication; Leadership	Creation; Critical Thinking; Contextual Thinking	Self-Awareness; Ethics	Integrative Thinking	Translate humanities strengths and experiences into an honest professional value statement.
FCTC Week 3	How Do I Build Trust in First Interactions?	CLO 1 – Professional judgment; CLO 2 – Workplace communication; CLO 3 – Collaboration	Communication; Professionalism; Critical Thinking; Teamwork	Critical Thinking; Collaboration; Contextual Thinking; Creation	Ethics; Perspective-Taking; Cultural Awareness	Communication Fluency	Analyze trust-building communication and identify a tone, phrase, or behavior to apply.

		FCTC-LO4					
FCTC Week 4	How Do Small Actions Create Credibility? — Your Week Is Already Material	CLO 1 – Professional judgment; CLO 2 – Communication; CLO 4 – Growth; CLO 7 – NACE evidence; CLO 8 – Professional identity FCTC-LO4, FCTC-LO5	Career & Self-Development; Communication; Professionalism; Critical Thinking	Creation; Critical Thinking; Contextual Thinking	Self-Awareness; Ethics	Metacognitive Thinking	Use a Weekly Memo to capture learning and create a concise professional update.
FCTC Week 5	Who Is in My Professional Ecosystem? — Mapping Your Network and Creating a Micro-Artifact	CLO 3 – Collaboration; CLO 5 – Humanities skills and values transfer; CLO 8 – Professional identity FCTC-LO2, FCTC-LO5	Career & Self-Development; Critical Thinking; Teamwork; Communication; Equity & Inclusion	Critical Thinking; Contextual Thinking; Collaboration; Creation	Self-Awareness; Perspective-Taking; Cultural Awareness; Civic Awareness	Integrative Thinking	Map professional contacts, classify relationships, and create a shareable micro-artifact.
FCTC Week 6	How Do I Turn a Conversation into a Connection?	CLO 1 – Professional judgment; CLO 2 – Communication; CLO 3 – Collaboration; CLO 8 – Professional identity FCTC-LO4, FCTC-LO6	Communication; Professionalism; Career & Self-Development	Creation; Contextual Thinking; Collaboration	Ethics; Perspective-Taking; Cultural Awareness	Communication Fluency	Personalize and, when appropriate, send a message to a warm contact; reflect on confidence.
FCTC Week 7	How Do I Know If I Can Reach Out Again? — Green Lights and Right-Sized Relationships	CLO 1 – Professional judgment; CLO 2 – Communication; CLO 4 – Self-knowledge and growth FCTC-LO1, FCTC-LO7	Critical Thinking; Communication; Professionalism; Equity & Inclusion	Critical Thinking; Contextual Thinking	Ethics; Perspective-Taking; Self-Awareness; Cultural Awareness	Ethical and Civic Thinking	Interpret response signals and boundaries, classify the relationship, and choose a respectful next step.
FCTC Week 8	How Do I Maintain Without Asking for Something?	CLO 2 – Communication; CLO 3 – Collaboration; CLO 8 – Professional identity FCTC-LO5, FCTC-LO6	Communication; Professionalism; Career & Self-Development	Creation; Collaboration; Contextual Thinking	Ethics; Perspective-Taking; Self-Awareness	Communication Fluency	Create a value-based touchpoint that offers appreciation, an update, or a useful resource.

FCTC Week 9	How Do Professionals Stay Connected Over Time? — Permission, Preferences, and Follow-Up Systems	CLO 2 – Communication; CLO 3 – Collaboration; CLO 9 – Ethical technology use FCTC-LO6, FCTC-LO7, FCTC-LO8	Career & Self-Development; Technology; Communication; Professionalism; Critical Thinking	Creation; Critical Thinking; Contextual Thinking; Collaboration	Ethics; Perspective-Taking; Self-Awareness; Cultural Awareness	Communication Fluency	Clarify future contact preferences, record boundaries in a tracker, and set a reminder.
FCTC Week 10	Carry It Forward: Your Professional Relationship Plan	CLO 3 – Collaboration; CLO 4 – Growth; CLO 8 – Professional identity; CLO 9 – Technology; CLO 11 – Transition FCTC-LO1, FCTC-LO2, FCTC-LO7, FCTC-LO8	Career & Self-Development; Critical Thinking; Technology; Professionalism; Communication; Leadership	Critical Thinking; Creation; Contextual Thinking; Collaboration	Ethics; Self-Awareness; Perspective-Taking; Civic Awareness; Cultural Awareness	Metacognitive Thinking	Create continuity plans for selected relationships and evaluate growth and future habits.

Course Schedule

Module	Activity	Points	Due Date
Professionalism	Preparing for Internship – Professional Mentor Email	40	8/23/26
Professionalism	Professional First Impressions Role-Play	40	8/23/26
Pre-Work	Financial Literacy: Understanding Your HerdWork Payment and Tax Responsibilities	40	8/30/26
Pre-Work	Handbook Agreement	40	8/30/26
Our Stories at Work	My Humanities Timeline	40	8/30/26
Our Stories at Work	Getting to Know Each Other – Cohort Intro Video	40	8/30/26
Our Stories at Work	Follow-up Activity: Cohort Snapshot – Learning About Your Fellow Interns	40	9/6/26
Preparing for Success	Read the NACE Career Readiness Competencies	40	9/6/26
Preparing for Success	Complete the NACE Career Readiness Assessment	40	9/6/26
Preparing for Success	Complete the PathWayU Assessments	40	9/6/26

Preparing for Success	Unique You Snapshot Reflection	40	9/6/26
Workplace Etiquette	Workplace Etiquette Scenarios & Reflection	40	9/13/26
Workplace Etiquette	Etiquette Re-Write Practice	40	9/13/26
From Contact to Connection	Baseline Relationship Practice	40	9/13/26
Communication in the Workplace	Real-World Communication – Scenarios + Reflection	40	9/20/26
Communication in the Workplace	Digital Workspace Clean-Up Simulation	40	9/20/26
Communication in the Workplace	Difficult Conversation Simulation – Staying Professional Under Pressure	40	9/20/26
From Contact to Connection	Emerging Professional Value Statement	40	9/20/26
Mission over Margin	Mission over Margin – Nonprofit Analysis & Ecosystem Map	40	9/27/26
From Contact to Connection	Professional Communication Observation	40	9/27/26
	First Intern Reflection & Check-In	40	9/30/26
Mentorship	Mentorship Reflection Video	40	10/4/26
From Contact to Connection	Turning Weekly Learning Into Relationship Material	40	10/4/26
Humanities Advantage & Lifelong Learning	Video Reflection – The Humanities Advantage in My Own Words	40	10/11/26
Humanities Advantage & Lifelong Learning	Professional Development Plan – Lifelong Learning & the Humanities Advantage	40	10/11/26
From Contact to Connection	Professional Ecosystem & Micro-Artifact	40	10/11/26
The STAR Factor	Quick NACE Evidence Scan	40	10/18/26
The STAR Factor	STAR Story – Evidence of Career Readiness	40	10/18/26
The STAR Factor	Reality Check – Skills-based Hiring & Your Professional Brand	40	10/18/26
The STAR Factor	STAR Pitch Lab – Candidate & Recruiter Practice	40	10/18/26
From Contact to Connection	Send One Activation Message	40	10/18/26

The STAR Factor	STAR Pitch Lab – Candidate & Recruiter Practice Discussion/Recruiter Response	40	10/25/26
Personal Brand	Workplace Culture Preferences & Mutual Fit	40	10/25/26
Personal Brand	Personal Brand & Online Presence Snapshot	40	10/25/26
From Contact to Connection	Response Interpretation	40	10/25/26
	Midpoint Intern Reflection & Check-In	40	10/28/26
Resume & Cover Letter	Resume & Cover Letter Mini-Packet	40	10/28/26
From Contact to Connection	Two-Sentence Touchpoint	40	10/28/26
Effective Interviewing	Integrated Interview Preparation, Practice, & Self-Assessment	40	11/8/26
From Contact to Connection	Staying Connected	40	11/8/26
From Campus to Career	Digital Post-College Transition Planner	40	11/15/26
From Campus to Career	Workplace Rights: Recognize, Document, & Use the Right Channel	40	11/15/26
From Campus to Career	From Plan to Practice – What Will You Carry Forward	40	11/15/26
From Contact to Connection	Carry it Forward: Your Professional Relationship Plan	40	11/15/26
Summative Assignment	Showcase Poster	40	11/19/26
Summative Assignment	Showcase Presentation	40	11/30/26
Summative Assignment	NACE Career Readiness Assessment – End of Semester	40	12/6/26
Summative Assignment	Final Intern Reflection	40	12/6/26
Summative Assignment	Internship Experience Portfolio	40	12/6/26