# CCIM 301, Section 21A – Fall 2026

# CCIM Career Development

Instructor: **Dr. Adam Kuban** Email: **ajkuban@bsu.edu**

Format: **In person**

Days/Time: **MW 12:00-12:50 p.m.**

Class venue: **BC 127**

## Course Description

This course will provide you with the skills and confidence needed to articulate how your knowledge, experience, skills, and creative work demonstrate transferable competencies applicable across professional contexts. The course emphasizes student agency in academic and career development by positioning you as an active participant in shaping your professional pathways. Through hands-on learning and targeted instruction, you will learn how to search, apply, and interview for internships and jobs; create a career-focused résumé and cover letters; write professional correspondences; develop a professional portfolio; prepare for interviews; negotiate offers; assess workplace fit and cost of living; and demonstrate appropriate professional etiquette. By the end of the course, you will be better prepared to join the job market with clarity, confidence, and a solid foundation.

## Course Objectives:

After successful completion of CCIM 301, students should be able to:

| **Course Objectives** | **Related NACE Workplace Competencies** | **Related BSU Enduring Values** |
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| 1. Develop and refine professional career materials — including a résumé, correspondence, and portfolio — that effectively | Communication and Career & Self-Development | Excellence, Integrity |

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| communicate readiness for communication-related careers. | | |
| 2. Seek, identify, apply, and interview for internships and professional communication-related jobs. | Career & Self-Development and Communication | Courage, Excellence |
| 3. Exercise effective strategies for interviewing for communication-related jobs, including intentional preparation and follow-up. | Communication and Professionalism | Excellence, Integrity |
| 4. Evaluate and negotiate employment opportunities by considering compensation, workplace climate, professional growth, and alignment with personal values. | Critical Thinking and Career & Self-Development | Integrity, Courage |
| 5. Demonstrate appropriate workplace etiquette by applying professional standards in areas such as dress, communication, punctuality, and interpersonal behavior. | Professionalism | Integrity, Inclusiveness |
| 6. Explore opportunities for further academic and professional development, including professional organizations, certificate programs, and graduate school. | Career & Self-Development | Innovation, Excellence |
| 7. Develop awareness for community engagement and stewardship, paying it forward to future generations (mentoring, donations, volunteering, etc.). | Leadership | Social Responsibility, Gratitude, Inclusiveness |

**Class Format**

This is a practical and student-centered class that combines workshop-style instruction, discussions, reflections, and hands-on career development activities. You will be actively involved in the creation of professional materials, career exploration, practicing interview and

networking skills, and evaluating employment options. Attaining success in this class requires active involvement, professionalism, and a commitment to take ownership of your career and academic journey.

## Statements and Policies

**University Statement**

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

**Disability Statement**

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

**Freedom of Expression**

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

**Title IX**

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.

**As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment**. This includes information shared in class discussions, assignments, or private conversations.

**What happens after I report?** The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant chooses to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

**University Grade Appeal Policy**

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.

**Student Academic Ethics Policy**

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.
- You're strongly encouraged to read the Student Academic Ethics Policy for more information.

As you work on and submit your assignments this semester, please know that using generative AI tools to complete your assignments can be a violation of Ball State's Academic Ethics Policy — unless the AI use is explicitly approved by the faculty member. **In this course, students may NOT submit any work generated by an AI program (such as ChatGPT, etc.) as their own.** Doing so is considered plagiarism. For any assignment(s) where AI use is permitted, I will have guidelines for that use. Work created outside of those guidelines will be considered an Academic Ethics Policy violation. If a student's grade is adversely affected by an academic ethics violation, faculty are required to report the violation to the Office of the Vice Provost for Academic Affairs who oversees the Student Academic Ethics policy and maintains records of its violations.

More information about the reporting process is available here.

Information on citing AI: https://apastyle.apa.org/blog/how-to-cite-chatgpt

# Important Resources

**The Learning Center**

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to **bsu.navigate.eab.com**.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit **bsu.edu/learningcenter** or call 765-285-1006. Follow us on Instagram: **BallStateLC**.

**The Writing Center**

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to **bsu.edu/writingcenter**. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

**The Basic Needs Hub**

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the **Basic Needs Hub**. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a **Basic Needs Assistance Form**.

**The Counseling Center**

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found **here**.

**The Speaking Center**

The **Speaking Center** is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this **direct link** to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

**CCIM Student Success & Advising**

For academic advising and student success support, visit the **CCIM Student Success and Outreach Hub in BC 210**. Schedule an appointment with an academic advisor through Navigate or walk in during business hours for assistance from Student Success staff.

## Feedback/Evaluation/Grades

Course grades can be interpreted using the scale below.

| **Course Grading Scale** | |
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| **Percentage of Points Earned** | **Letter Grade*** |
| **90 - 100** | A |
| **80 - 89** | B |
| **70 - 79** | C |
| **60 - 69** | D |
| **0 - 59** | F |

*** this course does not use +/- letter grades**

## Points Attainable — May Be Subject To Change

| Assignment | Points |
|---|---|
| **Job Post Submission**<br>In order to write your cover letter and prepare a tailored resume, you are expected to submit a real job/internship posting from a job hosting site. Submit the full text of the job as well as the link to the site or page for it. | 50 |
| **Skills and Qualifications Worksheet:**<br>Analyze a job posting in your field of interest by identifying common qualifications, skills, and responsibilities, and defining key terms used by employers. This assignment will help you better understand employer expectations and prepare for future internships and career opportunities. | 50 |
| **Elevator Pitch**<br>You will be guided to write a short elevator pitch to introduce yourself to potential employers. | 50 |
| **Introduction Email:**<br>Write a professional follow-up email to a potential employer you met at a job fair, reintroducing yourself, expressing interest in the organization, and establishing a connection for future opportunities. | 50 |
| **Resume Writing:**<br>Students must present a professional, well-organized resume that is tailored to their targeted employment or internship. The resume must be precise, succinct, and formatted to industry standards, with strong action verbs and measurable accomplishments. | 100 |
| **Cover Letter Writing:**<br>The cover letter must be personalized, showing a distinct connection between the student's competencies and the job specifications, while preserving a professional tone. It must be free of spelling and grammatical mistakes and display a robust personal brand. | 50 |
| **Optimized LinkedIn Profile**<br>You must create or refine your LinkedIn profile to enhance your online professional presence. By the end of the course, you should have a polished, recruiter-friendly LinkedIn profile that enhances your job search efforts. | 75 |

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| **Interview Cliff Notes:**<br>Identify your key strengths and prepare concise responses to common interview questions for use during interview practice and preparation. | 50 |
| **Mock Interviews:**<br>You will participate in a mock interview, either with an assigned peer mentor, staff, or alumni or via Quinncia. Any student who is uncomfortable with practicing interviews with the aid of an AI tool should let the instructor know ahead of time. | 75 |
| **Salary Worksheet:**<br>Assess the cost of living in a target location and determine a minimum acceptable salary based on your experience, strengths, financial needs, and professional value. | 50 |
| **Community Engagement Project Reflection:**<br>Reflect on your experiences engaging with community partners or serving as a peer mentor to fellow students. Discuss how these experiences contributed to your personal, academic, and professional growth while strengthening your commitment to service and stewardship. | 100 |
| **Professional Identity and Career/Graduate School Readiness Reflection:**<br>Reflect on how this course has shaped your professional identity and prepared you for your next steps after graduation. Discuss your career goals, readiness for employment or graduate school, and how the knowledge, skills, and experiences gained throughout the course will contribute to your future success. | 100 |
| **Digital Portfolio**<br>Create a professional digital portfolio that showcases your résumé, work samples, accomplishments, skills, and career goals. The portfolio should demonstrate your professional identity and readiness for internships, employment, or graduate school. | 100 |
| **Attendance and Participation:** | 100 |
| **TOTAL** | **1000** |

# Course Schedule — May Be Subject To Change

| Week | Teaching and Learning Activities | Comments |
|---|---|---|
| 1 | **Course Introduction**<br><br>**Review of Sample Digital Portfolios**<br><br>**Community engagement planning**<br><br>*Option 1: Community partner field visits*<br><br>*Option 2: Mentor a freshman/sophomore* | |
| | Job Boards<br><br>Job post analysis:<br>a. Discuss typical qualifications required for jobs in the student's field of interest.<br>b. Define key terms found in job ads<br><br>Job scams:<br>what to look for & what to avoid in job searches | Job Post Submission |
| 2 | **Formal Writing**<br><br>Elevator Pitch<br><br>Email Writing: Introduction email<br><br>*Review sample portfolios and find out what works for each student's career interest.* | Elevator Pitch<br><br>Job Post Skills and Qualifications Worksheet |
| | **Resume Writing Workshop**<br><br>What makes resumes effective?<br><br>Researching a potential employer (*research on employer also informs interview prep*). | 1st Draft of Resume<br><br>Introduction email (job fair follow-up) |

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| | *Discuss how to weave NACE Competencies and Clifton Strengths into a resume.* | |
| 3 | **Cover Letter Workshop**<br><br>Parts of a formal letter<br><br>What to include in a cover letter<br><br>Introduction to Quinncia | 1st Draft of Cover letter |
| | **Professional Networking and LinkedIn Building**<br><br>Create or enhance LinkedIn page.<br><br>Introduction to Cardinals Connect | Optimized LinkedIn Profile |
| 4 | Interview Preparation and Response Development<br><br>*Weave Strengths and NACE Competencies into interview responses.* | Final Draft of Resume<br><br>Interview Cliff notes |
| | **Mock Interview Day:**<br><br>*Option 1: Staff, faculty, alumni. or peer mentors*<br><br>*Option 2: Quinncia* | ***State House Internship Directors' Visit (MW Schedule only)***<br><br>Final Draft of Cover Letter |
| 5 | Job Offer Evaluation and Salary Analysis | Optimized LinkedIn Profile |
| | Professional Etiquette and Workplace Readiness | Salary Analysis Worksheet |
| 6 | Graduate School and Continuing Education Exploration<br><br>Professional Associations and Certification Exploration | Proof of Mock Interview |

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| | Alumni Engagement | |
| 7 | FINALS | Community Engagement Project Reflection |
| | FINALS | Professional Identity and Career/Graduate School Readiness Reflection<br><br>Digital Portfolio |

**This schedule is subject to change. In the event of a change, you will be notified in class and via Canvas.**