



THIS MEETS THE CRITERIA FOR THE MEDALLION PROGRAM

rochester.edu/college/medallion

This class meets the criteria of **three** Level 1 domains: **Cognitive Complexity, Intrapersonal Development, & Practice Competency**. Please communicate in an email to me, including medallion@rochester.edu, if you would like this applied to your Medallion Program progress.

CAREER DESIGN
& MANAGEMENT



CASC 104: Designing Your Life

1 credit

Fall 2026

Instructors: Lynn Donahue, Jonathan Bratt, Meredith Ringel-Ensley, Brittney Campbell

Contact Information: Greene Center for Career Education and Connections; Dewey Hall 4-200

Office Hours: Email the instructor to schedule an appointment.

Class Schedule: Class will meet on the following dates:

Course Objectives:

Designing Your Life is an interactive course that applies a life design-thinking framework (Get Curious, Try Stuff Out, Talk to People and Tell Your Story) and principles from The Island of the Four Ps by Ed Hajim (Passions, Principles, Partners, and Plans) to career exploration and individual development. Through self-reflection, readings, discussion and in-class activities, you will be able to design your experiences at Rochester and beyond and be better equipped to navigate academic, career and life decisions and your next steps after graduation.

Course Learning Outcomes:

Upon successful completion of this course, you will be able to:

- **Get Curious:** Identify your interests, skills, and values and align these with career options.
- **Talk to People:** Learn about the value of connecting with people for career readiness and identify one person you can connect with.
- **Try Stuff Out:** Identify experiences to try out potential career and life paths.
- **Tell Your Story:** Develop three life path “sketches” with milestone experiences and strategies for overcoming potential barriers.

Required Course Materials

- Book: Designing Your Life by Bill Burnett & Dave Evans. An [ELECTRONIC VERSION](#) of this text is available at this link through the River Campus Libraries.
- Book: The Island of the Four Ps: A Modern Fable About Preparing for Your Future by Ed Hajim, University of Rochester alumnus, life trustee and benefactor of the Hajim School of Engineering. An ELECTRONIC VERSION of this text is available [here](#). It’s also available to purchase in the Bookstore and you can listen to the audio version [here](#).
- Students will need access to a computer or tablet and a stable internet connection in order to connect with Blackboard and other web resources and tools. Please contact me should you have any questions or concerns regarding your equipment and internet needs.

Assignments:

1. **GET CURIOUS ASSIGNMENT:** PathwayU Report and Career Research (**15 points**)
2. **TALK TO PEOPLE ASSIGNMENT:** Networking Map, Alumni Panel and Ed Hajim Presentation Reflection (**10 points total**)
3. **TRY STUFF OUT ASSIGNMENT:** Try Stuff Out Experience (**10 points**)
4. **TELL YOUR STORY ASSIGNMENT:** Life Design Sketches, Small Group Meetings, and Presentation (**Pass/Resubmit**)
5. **4 READINGS AND WRITTEN REFLECTIONS:** Chapter Readings and Written Reflections (5 pts each; **20 pts total**)

Total Points: **55 points**; *Need 45 points to pass, including the **REQUIRED Life Design Sketches***

COURSE POLICIES

CREDIT HOUR POLICIES AND GRADING

- This course follows the College credit hour policy for a one-credit introductory level course. This course meets once per week for **75 minutes over 8 weeks** plus an individual meeting with the instructor. **You are expected to spend an additional 2-3 hours a week on out-of-class assignments** to meet the University's required minimum hours of outside learning per credit hour.
- This course is graded on a **Pass/Fail basis** and your performance will be evaluated based on the completion of the assignments. In order to achieve a pass, students must earn **45 out of a total of 55 points, in addition to the REQUIRED Life Design Sketches Assignment** (graded as pass or resubmit).
- This course will require you to think in new ways about yourself and your future paths. I know that you will gain much from this course and I want you to have the tools to succeed. If I notice that you are struggling, I will reach out to you and suggest that we meet or refer campus resources. Please respond to this outreach and don't be afraid to ask for help when needed.

ATTENDANCE, PARTICIPATION, BELONGING, AND ACCESSIBILITY

1. While **attendance** at all classes is expected unless arrangements have been made with the instructor, absences due to illness or religious holiday are excused as per college policies. **If a student has 2 or more unexcused absences, the student may not be able to pass.** *Meet with the instructor to determine the best way to successfully complete the course; otherwise, the student will withdraw from the course or receive a failing grade.*

Should you miss a class session, it will be expected that you will review and complete that day's slide deck, activities, and assignments **which will be due the next class period.** **All late assignments from unexcused absences will result in a 1 point deduction.** **No assignments will be accepted 2 weeks after the due date and you will receive a 0 for it.**

2. In general, **laptops should be closed** during class except for when taking part in a class activity. *Please don't use laptops for personal emails, searching, etc.* The instructor may ask you to close your laptop when not needed. **Phones should not be out and used during class time.**

3. Your **presence, participation, and engagement** are crucial to creating an engaging and positive classroom community. **Please arrive on time.** It is expected that any personal information or opinions shared will stay in the classroom to maintain a supportive environment that facilitates growth and reflection. We affirm and celebrate the intersection of varied experiences, interests, values, abilities, backgrounds, and identities students bring into the classroom. In class discussions, we welcome discourse, questioning, and open and respectful dialogue that acknowledges and appreciates these differences.
4. **Reasonable accommodations** are available to students with disabilities, students facing mental and physical health issues, and students with other learning needs. I invite you to talk with me about any concerns or situations that might impact your ability to participate or complete your work in this course. *Should you require academic accommodation designated by Disability Resources, I will ensure you have access to all learning based on your needs.*

ACADEMIC HONESTY:

AI Policy for CASC 104:

Consistent with University of Rochester guidelines, thoughtful and responsible engagement with generative AI as a tool for *some* assignments can prepare you for its increased use in academic and professional settings. However, any use of AI **must support, not replace**, your own ideas and authorship of your writing.

In regards to CASC 104, AI is NOT allowed in your reading reflection assignments, Talk to People, Try Stuff Out, and Life Design Sketches reflections. It is allowed when researching career options and investigating life paths as long as it follows the guidelines described here:

You are ultimately responsible for the content and style of your writing, so any use of AI needs to be checked for accuracy. Your writing must also be in your own voice and authentically yours. Overuse of AI bypasses self-reflection, individual problem-solving, and unique responses. Transparency and honesty in your use of AI are necessary components for building trust and credibility. Please note where you have used AI and how, and cite sources where feasible. Failure to disclose AI use will be considered a violation of academic integrity. Last, avoid sharing your own or others' personal information, course materials, or any proprietary content in these tools to protect privacy.

Academic Honesty Policy:

This class honors and upholds the University's commitment to academic integrity and will hold students accountable to the **Academic Honesty Policy**. "Academic honesty means acting with truthfulness and sincerity in carrying out all aspects of our individual and collaborative work, maintaining ownership over our work and acknowledging our debt to the work of others." *Please be sure to review the Academic Honesty website (<http://www.rochester.edu/college/honesty/index.html>) to familiarize yourself with policy.* If you need clarification on how academic honesty is practiced in this class, please contact me.

- Unless the instructor indicates otherwise, *all work is to be completed individually.*
- To avoid plagiarism, *all source materials used to complete assignments should be properly documented and cited* according to class guidelines. This includes written source material found in print or online, as well as images, videos and material derived from spoken conversations.
- *Any violation of the College's academic honesty policy will be reported to the Board of Academic Honesty.*

Course Schedule *

***Course schedule and due dates are subject to change and will be communicated in advance.*

Learning Outcomes	Assignments Due by this Week's Class
CLASS 1: GET CURIOUS Learning Outcomes: - Learn about the goals of the course and classmates - Identify the principles of Life Design Pre-Course Survey	- Access the two books for this course - Take the pre-Course Survey - Review the syllabus <u>Designing Your Life</u>: Introduction (optional)
CLASS 2: GET CURIOUS ABOUT YOU Learning Outcomes: - Articulate interests, passions, skills, and values through self-assessment, mind mapping, and values sort. - Identify dysfunctional beliefs and how to re-frame.	Readings and Written Reflection <u>Designing Your Life</u>: CH 3: Wayfinding <u>Island of the 4 Ps</u>: CH 1: Your Quest and CH 2: Passions <u>Written Reflection #1</u>
CLASS 3: GET CURIOUS ABOUT YOU Learning Outcomes: Apply insights from PathwayU to deepen your self-understanding.	Readings and Written Reflection <u>Designing Your Life</u>: CH 4: Getting Unstuck and CH 5: Design Your Life <u>Island of the 4 Ps</u>: CH 3: Principles <u>Written Reflection #2</u> Get Curious Assignment Due: PathwayU Report Due
CLASS 4: GET CURIOUS ABOUT CAREERS AND TRY STUFF OUT Learning Outcomes: - Explore career pathways connected to your interests, skills, and values. - Identify prototype experiences to “try things out”. - Identify competencies for your career interests. SCHEDULE GROUP MEETING	Get Curious Assignment Due: PathwayU Career Research Due
CLASS 5: TALK TO PEOPLE Learning Outcomes: Explain Networking and the role it can play in career exploration and career goal attainment.	Readings and Written Reflection <u>Designing Your Life</u>: CH 6: Prototyping and CH 11: Building a Team <u>Island of the 4 Ps</u>: CH 4: People <u>Written Reflection #3</u>

2. Practice strategies to connect with people (alumni, faculty, parents) in career area(s) through networking.	
CLASS 6: TALK TO PEOPLE Alumni Panel! Learning Outcomes: 1. Learn about alumni's career journeys and the resources they used at the University of Rochester that helped them to achieve their goals.	Talk to People Assignment Due: Networking Map, Alumni Panel Reflection, and Hajim Presentation Reflections
LIFE SKETCHES GROUP MEETING • <i>No regular class meeting</i> • Meet for 30 minutes in groups of 3 between weeks 6 and 7 to review Life Design sketches and bring questions.	Life Sketches Group Share (Bring draft of first two pages of Life Design Sketches); Meet in Instructor's office or on-line Try Stuff Out Assignment Due: Try Stuff Out Experience Due
CLASS 7: DECISION-MAKING AND FEARS Learning Outcomes: 1. Apply strategies for re-framing constraints, getting unstuck, and making decisions. 2. Identify fears and barriers and practice ways to overcome them.	Readings and Written Reflection: • <u>Design Your Life</u>, CH 9: Choosing Happiness, and CH 10: Failure Immunity • <u>Written Reflection #4</u>
CLASS 8: TELL YOUR STORY Learning Outcomes: 1. Describe the experiences that make up your story. 2. Share your primary learnings from class. Post Course Survey	Tell Your Story Assignment Due: Life Design Sketches: 1. Life Design Sketches (upload to Blackboard) 2. Life Design Sketches presentation in class

Assignments

Assignments are also described in the Blackboard Learning Modules for the week each one is due.

Please upload all completed assignments to Blackboard.

Class Readings and Written Reflections – 5 points each (4 reflections) = 20 points

Write a paragraph reflection for EACH of the required readings assigned for class. Total reflection for **all readings due for a class period should be 250-300 words.** Be prepared to discuss your answers in class the day it's due. Reading reflections should be uploaded to Blackboard by the start of class. Integrate the following prompts in your responses (not all questions need to be addressed)

*What is one new **idea** that you gained from this reading and **WHY** is it inspiring to you? How does this idea apply to **YOUR career exploration**? What is an **action** you are inspired to do because of this idea or the readings as a whole? **Optional:** In what ways was an in-class activity meaningful to you?*

Get Curious Assignment – 15 points

PathwayU Assessment: Complete the 4 ten-minute assessments for [PathwayU](#). Once you've completed them, go to the *Assessments* tab and click "Download" – save the "**PathwayU Report**" to your computer and upload the report to Blackboard. *If you have already completed it as a first-year student, consider taking it again to see how your answers compare, or upload the one already completed.*

Career Research:

From your report, go to "**Career Matches**" and explore the full range of career options that have been identified. Go down the full list as there may be "strong" career matches within each career subject areas at the top, middle, AND bottom of the list.

Then complete the chart for 4 careers you are most interested in exploring further and/or considering for your future career. *Copy and paste the chart below to a Word document.* There may be class time to do some of this work. On or more of these may end up being your *Top of Mind*, *Pivot*, or *No Constraints* for your Life Design Sketches.

Career Title	List 5-6 PathwayU Job Activities ("On the Job You Would Do") that interest you.	List 5-6 PathwayU "Knowledge" and "Skills" that interest you.	<u>WHY are you interested in this career?</u> HOW does it relate to your experiences, interests, and values?
Career #1 Title: <i>Example: Music or Art Therapist</i>	• Design music therapy experiences. • Customize treatment program. • Use musical instruments to stimulate cognitive abilities in elderly residents.	• Psychology • Fine arts • Speaking • Active listening • Playing an instrument • Counseling	<i>I am drawn to the idea of using music to support children's mental health and development. I grew up playing music and have always enjoyed working with children like when I was a camp counselor and served as a TA in a Psychology class.</i>
Career #2 Title:			
Career #3 Title:			

Career #4 Title:			
What did you learn from your research? <i>What did you learn about yourself regarding interests, skills, and career options that you didn't know before or that confirmed prior ideas? What did you learn that informs your future career goals and next steps?</i>			

Talk to People Assignment - 10 points

For EACH of the experiences below, please answer this question:

What insights have you gained, and how can you apply these insights to your career decision-making journey? Your responses should be written directly in the Blackboard assignment.

1. **Networking Map** (end of class reflection)
2. **Panel Presentation** (end of class reflection)
3. **Trustee Ed Hajim's presentation:** <https://www.youtube.com/watch?v=waw2WK4dYe0>. (Word count should be 250-300 words)

Try Stuff Out" Assignment – 10 points

To test out a career of interest (*ideally a career chosen in your PathwayU Research assignment*), participate in ONE of the experiences listed below. This experience should take **1-2 hours of your time**. You may add this experience to your Life Sketch.

Then answer this question: *What insights have you gained, and how can you apply these insights to your career decision-making journey?*

1. **Attend a Greene Center Career Signature Program** that is related to your career area of interest and has an experiential, hands-on component. Go here for a complete list of Signature events: <https://careereducation.rochester.edu/channels/signature-events/>.
2. **If you are *currently participating in an internship, a career-related research assistant, or an on-campus job** that uses skills related to your career area of interest, you can reflect on these experiences and how they are helping you learn more about your career of interest.
3. **Identify and participate in a volunteer activity** that enables you to experience what a career is like. Example include: health care assistance at a neighborhood clinic, citizen water quality testing.
4. **Join and participate in a UR club, organization, or program in a way that uses career-related skills.** Examples include: Robotics Club, EMT, Campus Times, AIN (Entrepreneurship), Finance Club, MAPS, and Pitch/Case Competitions.
5. **Complete a [Forage](#) work simulation in a field of interest** to explore interests and skills and practice real-world tasks. A 2-hour minimum Simulation is required. Upload the Certificate of Completion you will download after completion. An *Introductory* level is recommended.
6. **Create your Own:** Create your own experience to test out a career activity. For example, organize an art experience for your friends using an activity and principles researched online.

Tell Your Story Assignment: Life Design Sketches – Pass/Resubmit

The Sketches: Your Life Design Sketches should describe your three different career explorations using the slide deck (PowerPoint slides) template provided on Blackboard. We call this assignment a “Sketch” because the results are your brainstormed ideas, your draft of a plan that integrates the elements we learned in this class. *Consider one or more of the careers you explored on PathwayU for each sketch. Integrate the Try Stuff Out and Talk to People ideas you developed. The Sketch details should be typed except for the images.*

- a. **Sketch 1-Top of Mind:** Your idea that comes most easily to mind when sharing with others, or the idea that you currently feel the most passionate about, or a profession/career area that you have the most interest in exploring further at this time. *Please highlight “Top of Mind” and put the name of the career you are exploring by “Title.”*
- b. **Sketch 2-Pivot Sketch:** What would you do if you had to do something different than your Top of Mind, or if your go-to, first choice plan was disrupted and no longer available? *Please highlight “Pivot Sketch” and put the name of the career you are exploring by “Title.”*
- c. **Sketch 3-Constraint Free:** What you would do with no constraints (money, time, geography, financial obligations, family expectations, nobody would think less of you). This plan should be entirely different than Sketch 1 or 2, but still involves making money. *Please highlight “Constraint Free” and put the name of the career you are exploring by “Title.”*

Timing: Each **Milestone activity** should span about **6 months** (noted on top of each column). If you have a reason to shorten or lengthen that time span, please write in the new time span.

Milestone Activities: Each Milestone should contain **1-3 activities such as the three types described below**. Include both **text** (a phrase describing it) and an **image** (drawing, photo). Be as specific as you can (with examples, names of an alum, name of a potential internship) so that it becomes a working document you can use.

- a. Try Things Out/Prototype Experience: These are the activities that will allow you to “test-drive” the career you’re curious about pursuing and may also give you career-ready professional experiences. Include your ideas from the **Crowdsourcing activity** done in class (12X12 post its) and your **Try Stuff Out Assignment, among others**.
- b. Talk to People/Prototype Conversation: These are the conversations that will enable you to learn more about your career of interest and can lead you to opportunities. Include the alumni you explored on **Meliora Collective, among others** such as talking to your professors about research opportunities or seniors about their recent career relevant experiences.
- c. Career Ready Experiences: These are the **experiences that** don’t fit into the top two categories but still support your career journey, including applying to graduate schools, taking a Coursera class, doing independent research or explorations, etc.

Sketches Reflection Questions: Complete the reflection questions on the slide following each sketch on each career’s alignment with your interests/skills, ways to overcome barriers, and what resources to use.

Final Reflection: Complete a final reflection question that is located **at the end** of your Sketches slides on the course concepts that helped you the most in your career exploration this semester. *Provide examples*

that reference the concepts in the book (using quotes where appropriate) and your work completed in and out of this class. ~ 500 words.

Life Design Sketches Small Group Meetings: You will sign up and meet with the instructor and your peers in small groups to review a DRAFT of ONE of your Sketches, Milestones, and reflection questions to receive feedback and get questions answered.

Presentation: Present one of your Life Design Sketches **to the class for 1-2 minutes and why you've chosen this sketch**. Then present the other two sketches **to your small group** at your table focusing on the highlights (not every detail).

Grading Rubric	Revise and Re-submit	Pass
My 3 Life Design Sketches	• 3 Sketch Milestones are too general and/or do not include ideas for exploring each career. • Limited variation between your 3 sketches. • Sketches are described using text only with no images or vice versa. • Sketch reflection questions lack thoughtful connections to your interests/skills/values and barriers. • Last reflect question lacks sufficient reference to the text and needs a deeper exploration of your insights from the class.	• 3 sketches are clearly depicted with a variety of Milestones. • 3 sketches are clearly distinct from each other & demonstrate substantial variation. • Sketches are described using both text and images and with sufficient details. • Sketch reflection questions are thoughtfully answered with supporting details. • The final reflection question integrates the book chapter concepts well and provides examples of their impact on your career exploration journey.

EXTRA CREDIT - NETWORKING NOTE AND CONVERSATION

- 5 points (note); 8 points (note plus conversation)

1. Write a **Networking note** using these guidelines:
<https://careereducation.rochester.edu/channels/networking/>.
2. Send that note to an alum you have identified on **Meliora Collective**.
3. If they respond, engage in a ½ **hour conversation** with them using your prepared questions.
4. **Reflect** on what you learned from this conversation about your career and yourself.
5. Feel free to make an appointment with a **Career Advisor** or your 104 instructor for assistance on this process.

ADDITIONAL INFORMATION AND RESOURCES:

[Gwen M. Greene Center for Career Education and Connection \(Greene Center\)](#) offers personalized connections to people, resources, and opportunities to support your career exploration and development. Services include one-on-one advising, alumni, employee, and career education workshops, job and graduate school fairs, and online resources.

Medallion Program

CASC 104 meets the criteria to complete Level 1 of the Medallion Program. Please make sure you communicate that you would like this course to count for your Level 1 by emailing medallion@rochester.edu.

College Competencies:

This class enables you to gain *Career Management Competencies*. Career Management is the ability to identify and understand interests, skills, strengths, knowledge, and experiences in order to tell one's story. Through ongoing critical reflection, students explore career choices, build connections between competencies, and seek growth opportunities. For more details, go to: <https://careereducation.rochester.edu/channels/competencies/>

Academic Support:

- [College Center for Advising Services \(CCAS\)](#): Offers confidential academic advising services for curriculum planning and academic success.
- [Writing, Speaking and Argument Program \(WSAP\)](#): Provides tutoring services to assist students with writing and speaking assignments.
- [The Learning Center](#): Provides study skills training and academic support resources.
- [Office of Disability Resources](#): Connects students with disabilities to resources and services.
- [River Campus Libraries](#): Provides research assistance and access to helpful digital and physical resources.

Mental and Physical Health Support:

Students may experience a range of mental health and physical health conditions that may negatively impact their academic performance and ability to participate in day-to-day activities. Students can access the following confidential resources:

- University Health Service: <https://www.rochester.edu/uhs/>; (585) 275-2662
- University Counseling Center: <https://www.rochester.edu/uhs/ucc/>; (585) 275-3113
- RESTORE Sexual Assault Services 24-Hour Crisis Line: (585) 546-2777
- Title IX Office: titleix@rochester.edu
- Public Safety: <https://www.roc.edu>; (585) 273-3333
- CARE Network: <https://www.rochester.edu/care>
- Mindful University Project: <https://www.rochester.edu/mindful>
- Basic Needs Hub: <https://www.rochester.edu/students/support/>
- Bias-Related Incident Report: <https://rochester.edu/college/bic/bias-related-incidents/>