



INDIANA UNIVERSITY

**EDGE**

## Canvas Module Implementation Guide

Leave the Classroom  
**Join the World**

We pursue the best and the brightest graduates because we expect to be the best at what we do. Imagine the freedom to innovate, to challenge, to change.



*Funding for EDGE was  
provided, in part, by  
a grant from the Lilly  
Endowment Inc.*

# INDIANA UNIVERSITY

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# WHAT IS EDGE?

The EDGE Initiative is a Lilly Endowment Inc. grant-supported project led by a team of faculty and staff from throughout all IU campuses. The Indiana University Office of Completion and Student Success leads these efforts and EDGE Fellows exist on each IU campus to serve as a resource to those interested in learning more about module use.

To help students develop career awareness, online modules have been created in Canvas that can be embedded in courses or other organized activities to support students as they:

- **Explore** their values, strengths and interests in relation to degrees and careers.
- **Develop** an academic plan that connects with careers that excite them.
- **Graduate** with a solid plan for furthering their professional goals.
- **Employed** in a career they are passionate about!

## EDGE MODULES CURRENTLY AVAILABLE

- You and Your Options
- Parallel Planning
- Networking
- Making An Impression
- Crafting Your Resume
- Negotiating and Accepting Offers
- Internships
- Interviewing
- Applying to Graduate or Professional School
- Cover Letters and Professional Correspondence
- Job Search Strategies
- Designing Your Life: Building Options Throughout College

## HOW CAN I PREVIEW EDGE MODULES?

You can preview the EDGE modules by accessing your campus EDGE website. Go to [edge.\(campus-based domain iu, iupui, iue, iuk, iun, iusb, ius, iupuc\).edu](#).

## WHO CAN USE THE EDGE MODULES?

The modules can be used by faculty, adjunct instructors, student organization liaisons, academic advisors, internship coordinators, resident directors, career coaches, and others in academia across disciplines and courses.

## WHY ARE THEY VALUABLE?

We want every IU student to gain a Career EDGE and transition into their first-destinations career ready. From the courses they choose and the experiences they have both inside and outside the classroom, students are building the foundation for their future career paths.

## HOW DO I ACCESS AND INTEGRATE THEM INTO MY COURSE?

EDGE has been developed using Modules in Canvas. Modules allow instructors to control the pathway by which students move through course material. A module consists of a series of pages and assignments ordered in a particular way.

When deciding to use the EDGE modules in a course or in advising, download them from Canvas Commons into a canvas site.

The Indiana University Office of Completion and Student Success leads these efforts and maintains the websites. Please contact [ocss@iu.edu](mailto:ocss@iu.edu) with any questions or feedback about the sites.

MODULE 1

**YOU AND YOUR  
OPTIONS**

ESTIMATED TIME 1.5-2.5 HOURS

MODULE 2

**PARALLEL  
PLANNING**

ESTIMATED TIME 1.5 HOURS

MODULE 3

**NETWORKING**

ESTIMATED TIME 2.5 HOURS

MODULE 4

**MAKING AN  
IMPRESSION**

ESTIMATED TIME 1-2 HOURS

MODULE 5

**CRAFTING YOUR  
RESUME**

ESTIMATED TIME 2-2.5 HOURS

MODULE 6

**NEGOTIATING &  
ACCEPTING OFFERS**

ESTIMATED TIME 4 HOURS

MODULE 7

**INTERVIEWING**

ESTIMATED TIME 1.5 HOURS

MODULE 8

**INTERNSHIPS**

ESTIMATED TIME 2 HOURS

MODULE 9

**APPLYING TO  
GRADUATE OR  
PROFESSIONAL  
SCHOOL**

ESTIMATED TIME - 2 HOURS

MODULE 10

**DESIGNING YOUR LIFE:  
BUILDING OPTIONS  
THROUGHOUT  
COLLEGE**

ESTIMATED TIME - 1.5-2 HOURS

MODULE 11

**COVER LETTERS  
AND PROFESSIONAL  
CORRESPONDENCE**

ESTIMATED TIME - 1.5 HOURS

MODULE 12

**JOB SEARCH  
STRATEGIES**

ESTIMATED TIME - 2-2.5 HOURS



# MODULE FEATURES

## **CUSTOM MODULE NAVIGATION**



## **OVERARCHING ICON DIRECTORY SET**



*and more!*

## **PRE-DEVELOPED LEARNING OUTCOMES, ACTIVITIES AND ASSIGNMENTS**

Activities include Brainstorm, Videos, Flashcards, Self-assessment, Self-analyzing, Reflection, Knowledge quiz, Elevator Pitch, Writing workshop, and many other activities. Students can upload their assignments to instructors or academic or career advisors to get advice and feedback.

## **CONNECTED TO IU RESOURCES**

Various IU-based resources including interview videos, infographics, career-development tools, degree map, self-assessment tools, Money Smarts, and links to IU Career Services are integrated.

Selected external resources, including O\*Net Interest Profile, career assessments tools, TEDx Talks, YouTube videos, and LinkedIn have also been embedded into modules.

# TECHNOLOGY BEST PRACTICES

## Operating Systems

- Microsoft Windows
- Apple MacOS

## Web Browsers

- Google Chrome (recommended)
- Mozilla Firefox
- Internet Explorer
- Apple Safari

## Hardware

- High Speed Internet Connection
- Speakers/Headphones and Microphone (optional)
- Digital Camera/Smart Phone (optional)

\* There are no additional technology installation needs. Some web browsers (i.e. Safari) with disabled cookies may bring viewing difficulty to some videos. You may want to use a different web browser or change your settings to "enable cookies." You may want to revert back to original settings after viewing videos.

***For technical help, access the IU Knowledge Base or contact University Information Technology Services (UITS).***

## USING EDGE

- Incorporate one or more EDGE Modules into an academic advisor or career coach Canvas course.

Academic advisors and career coaches can search and retrieve any Career EDGE module from Commons, and integrate them into their courses and modify as needed.

- Use as pre-class resources, in-class activities and after-class assignments.

Instructors, academic advisors and career coaches can embed any modules or resources in class, for assignments, online learning space, discussion, hands-on implementation of soft-skills topics, and can assist students with content for their ePDPs.

- Students can conduct self-directed learning with any module.

Based on individual needs, students can access any module and engage in self-paced, independent learning. They can upload their assignments and quiz results to their advisors.



# IMPORT THE IU CAREER EDGE MODULES INTO YOUR CANVAS COURSE

## Steps for importing content into your course:

1. Log into Canvas.
2. Click Commons from the global navigation menu (global navigation is located in the left navigation pane with Dashboard, Courses, Calendar, Inbox, Commons).
3. There are many ways to narrow your search. For Career EDGE purposes, choose Modules from the icons list.
4. Next, enter the appropriate tags in the search box. Career EDGE Tags:
  - Accessing Career EDGE Materials from Commons
  - IU Career EDGE: Homepage
  - IU Career EDGE: Interviewing
  - IU Career EDGE: Applying to Graduate or Professional School
  - IU Career EDGE: Job Search Strategies
  - IU Career EDGE: You and Your Options
  - IU Career EDGE: Cover Letters and Professional Correspondence
  - IU Career EDGE: Parallel Planning
  - IU Career EDGE: Negotiating and Accepting Offers
  - IU Career EDGE: Internships
  - IU Career EDGE: Making an Impression
  - IU Career EDGE: Crafting Your Resume
  - IU Career EDGE: Networking
  - IU Career EDGE: Designing Your Life: Building Options Throughout College
5. Select the module of interest and double click on the module name to open.
6. When the resource opens, information about the module will display including an outline of topics covered. Viewing the module from the Commons interface is unavailable.
7. To import into a course, select the course or site into which you want to import the module in the upper right corner of the page and click the button **"Import into Course."**
8. The module will appear in the Modules section of the course in which it was imported.
9. Note: If integrating assignments, quizzes, and discussions, open and modify open/close and due dates to align with course.





Faculty and staff are encouraged to integrate the EDGE modules into interactions with students. They can be used to supplement learning in courses, advising discussions, workshops, and co-curricular programming. Inquiries about EDGE may be directed to Becky Torstrick at [rtorstri@iu.edu](mailto:rtorstri@iu.edu)

# MODULE 1: YOU AND YOUR OPTIONS

## LEARNING OUTCOMES

Students will be able to:

- Use campus tools and career resources to understand and articulate personality, values, and interests
- Reflect upon academic experiences in the first year of college to analyze their academic skills
- Engage in the process of introspective self-reflection to support ongoing planning for the future

## MODULE OVERVIEW

**1**

### Appraise Yourself

- Who are you? What makes you Come Alive?- Students are challenged to become more self-aware of their personality, values, skills, and interests. The module integrates TED-Ed and a TEDx Talk to provoke thought. Students are prompted with two self-reflection questions which could become a potential assignment, but is not set up as one
- Know Yourself- Overview of understanding how a person's various identities and skill sets play a role in career paths
- Quizlet (automated flash cards) with definitions. Click card to find definitions of the following words: transferable skills, hard skills, personality, values, interests

**2**

### Know Your Options

- Taking Stock- Introduction of how to assess skills, how to determine if a career path is right, and alignment of interest
- Career Assessments- Introduction to O\*Net Interest Profiler. Are you Realistic, Investigative, Artistic, Social, Enterprising, or Conventional? An introduction to career assessment tools available on campus--either the Focus 2 or the Strong Interest Inventory

### CAREER ASSESSMENT VERIFICATION ASSIGNMENT

- Upload the PDF copies of your completed O\*Net Profiler and your Career Assessment

“My course is a 2 credit hour, 10 week nonstandard course, which began in February. I required the students to complete “You and Your Options” prior to the first class. It was a wonderful success, as the students began the class knowing their Holland Code and with self-reflection already on their radar. The class discussion began on a much higher level from day one and continued throughout the semester.

### ANALYZING YOUR SKILLS AND EXPERIENCE ASSIGNMENT

- Students access a downloadable Word document, insert their answers into the document, and save and upload a PDF file
- For this exercise, students conduct their own Appreciative Inquiry analysis based upon academic, co-curricular, and life experiences. They are directed to answer questions in about 20 minutes (12 questions total) and to not over analyze answers

3

### Moving Forward -“Reflection & Next Steps”

- Indiana Career Explorer (external link) students must create an account to access
- Interest, Personality, and Values Assessments (8 external links)
- Next Steps- Meet with academic advisor and career coach to discuss results and plan of action

4

### IU Career Centers

- External links to the nine IU campus career center websites

## TEACHING TIPS

- Module contains several external links- instructor may want to review to ensure they are all working after the import and determine specifically on page 5 which assessments they would like students to complete, if any, on top of the assigned career assessments
- Instructor might want to provide an introduction video or writing about their career path to help reiterate that no career path is narrow or without challenge
- Assign points to the assignments, add rubrics as necessary for grading, make sure Assignment 2 (downloadable word document) in the files folder is published
- Remind students to click on the Quizlet tool on page 2 to reveal definitions of words
- Reiterate the resources on campus that can assist with the Who, What, Why, and How of choosing an academic program/career path



# MODULE 2: PARALLEL PLANNING

## LEARNING OUTCOMES

Students will be able to:

- Use campus tools and career resources to recognize and articulate their values, strengths, and interests as well as reflect upon their academic experiences in the first of year of college to evaluate academic skills
- Practice self-reflection to support ongoing planning for the future
- Recognize the importance of parallel planning, particularly when they find their values, strengths, interests and skills no longer align with their original career goals

## MODULE OVERVIEW

**1**

### Parallel Planning Your Future

- Your Major, Your Options- 2 videos are embedded from bigfuture.org. Featured in the video are the topics of choosing a major that is right for you, and how a course might spark your interest in major choice

**2**

### Student Perspectives on Degree Pathways

- Exploring New Pathways- 2 videos are embedded featuring students Alyson and Nolan talking about their parallel planning process (theme is reconsidering your current major)

### EXPLORING ALTERNATIVE MAJORS, MINORS, AND CERTIFICATES ASSIGNMENT

- Students access a downloadable Word document, add their answers, and save as a PDF File
- For this exercise, students explore interests and develop some possible multidisciplinary programs

**3**

### Taking Stock -“Doing Your Homework”

- This page is reflective questioning asking students to think about their current degree program, what attracted them to their plan, and the requirements to identify before choosing a plan of study

### CREATING A PARALLEL PLAN-REVIEWING DEGREE MAPS ASSIGNMENT

- Check the Degree Maps. (Links to an external site of your desired parallel plan of study.) Not sure where to look? Navigate to the website of the IU school of your choice. On the school website, usually there is a link for ‘future’ students which will take you to webpages for the various degrees and links to those specific degree maps

“*More than half of the students had experienced some indecisiveness about their major, and it was reassuring to hear that it’s common and potentially even healthy to bounce around a bit between different plans and majors (especially early on).*”

- Get to know your Academic Advisement Report (AAR)- Links to an external site in One.IU. The AAR can also show requirements for a different degree/major in which you may be interested. Use the “What-if” report feature to simulate the requirements for various majors. Also, the “Course List What-If” report feature will simulate how one or more specific courses apply toward your degree requirements
- Generate a “what-If” report in your AAR, based on your selected parallel program
- Make an appointment with your academic advisor or career services coach

### ASSIGNMENT 3 DESCRIPTION (ANALYZING YOUR SKILLS AND EXPERIENCE)

- Map it! Get creative and use Lucidchart, a mindmapping tool, to create your parallel plan map. Be sure to include information on the following topics:
  - Your self-assessment. Things to include might be your values, strengths, interests, and skills.
  - Potential multi-disciplinary program.
  - Current preparation.
  - Career aspirations.

4

#### Moving Forward

- Next steps- Meet with a career advisor to review and reflect, create a parallel plan, and access campus resources

5

#### IU Career Centers

- External links to the nine IU campus career center websites

### TEACHING TIPS

- Module contains several embedded videos. This module is shorter than others, providing less physical content and more about seeking resources and support for making a decision about their major
- Instructor might choose to provide an introduction video or writing about their career path to help reiterate that no career path is narrow or without challenge
- Assign points to the assignments, add rubrics as necessary for grading
- Reiterate the resources on campus that can assist with students struggling to decide on a major/ how to explore various options of a degree plan

## MODULE 3: NETWORKING

### LEARNING OUTCOMES

Students will be able to:

- Identify the purpose of networking
- Identify who is in current career network
- Develop strategies for building career networks
- Practice using those strategies to build a career network
- Create an effective LinkedIn profile
- Manage and add to current LinkedIn Network

### MODULE OVERVIEW

1

#### Develop a Strategy

- What are Networks?- Defines social network and explains how connections are used to better our lives. Defines networking and explains the value. Explains that we never know who we will meet and those connections along the way may someday help achieve your life and career goals
- Identifying Your Connections- Students can download an editable mind map and fill in the names of family, friends, classmates and acquaintances.
- Understanding Your Network- Students can refine their networking list on the mind map
- Hate to Network?- Video embedded on Top Ten Networking Tips for Introverts and a graphic is provided. Additional tools include a survival guide for networking, a networking checklist, and additional resources on networking for introverts

#### NETWORKING PERCENTAGE QUIZ

- Students have unlimited attempts to take the quiz. There is one question and it is worth 1 point

#### Develop a Strategy (cont.)

- Why You Network?- Students learn most jobs are not posted or advertised publicly and listen to an audio on the value of career networking

2

#### Build Career Connections

- Staying Connected- Students review their networking list. A sample letter is provided that students can share with their networking list. Students are asked to edit the template and send to at least one contact
- Exploring Opportunities on Campus- Infographic provides guidance on how to expand the student's reach into the community

#### BRAINSTORM OPPORTUNITIES ON CAMPUS QUIZ

- Quiz contains four questions prompting students to consider how to increase their network on campus



“**Students began to realize that they are more connected than they think. They liked the EDGE module as a discussion guide with me elaborating on key points as we went along.**

### **Build Career Connections (cont.)**

- Exploring Opportunities Beyond Campus- Infographic guides students on expanding their reach into the community
- Informational Interviewing- Video embedded on strategies for effective informational interviewing
- Before Informational Interviews- Students can use the sample template letter to request an informational interview
- During Informational Interviews- Sample questions are provided to prepare students in advance of interview
- After Informational Interviews- Students can use the sample thank-you letter to show their appreciation
- Following Up- Infographic illustrates a real networking success story

3

### **Using LinkedIn**

- What is LinkedIn?- Video embedded from LinkedIn Student on how it can be beneficial
- Creating Profile.- Video embedded from LinkedIn with tips and tricks to build a great profile

### **LINKEDIN 101 QUIZ**

- This is a two-question quiz with no time limit. It tests student knowledge of LinkedIn

### **Using LinkedIn (cont.)**

- Social Network Search- An Infographic describes the first, second, and third degrees of LinkedIn connections
- Building Your Network Through LinkedIn- Students learn about joining professional organizations and groups, searching and connecting with alumni, and following targeted employers. A sample LinkedIn message is provided for students to use as a template
- Utilize the Power of LinkedIn- Students learn how to manage their LinkedIn network, update status, request recommendations and endorsements, and value of supporting others in their network

4

### **Moving Forward**

- Next steps- Reflect on current contacts, build network through informational interviews and LinkedIn, make networking a priority

5

### **IU Career Centers**

- External links to the nine IU campus career center websites

## **TEACHING TIPS**

- When the modules are added to the course, it will create an assignment worth points; however, those values can be changed
- Assign points to the assignments, add rubrics as necessary for grading
- Suggest students review all of the links in the tools at the bottom of the page

# MODULE 4: MAKING AN IMPRESSION

## LEARNING OUTCOMES

Students will be able to:

- Succeed at a career fair
- Identify professional attire for an interview or career fair
- Demonstrate professionalism and dining etiquette
- Manage and use social network appropriately
- Develop a strong “elevator pitch”

## MODULE OVERVIEW

**1**

### Opportunities to Explore Careers

- Where to begin?- Provides overview of ways to explore careers and networking with potential employers and features descriptions of these opportunities: Internships and Co-ops, Externships or Job Shadowing, Career Fairs, Interviews, and Informational Interviews

**2**

### Present Professionally

- Career Fair Strategies- Infographic provides tips that can be used for preparing for a career fair with examples (before, during, and after fair), such as clean up your digital footprint, look your best in professional attire, arrive early, and follow up with employers
- Career Fair Snapshot- 2 videos embedded of an IU student’s journey at a career fair. Video showcases Jasmine’s conversations with recruiters identifying what did not go well, and with a little regrouping, did go well
- Attire for Hire- Making a first impression matters, an infographic is embedded to demonstrate appropriate attire with quick tips. Also embedded is a Pinterest page with more examples of attire
- Professional Etiquette- Emphasizes that little things matter and outlines best practices in the following areas: Introductions, handshakes, name tags, socializing vs. gossiping, phone communication, and email communication
- Making a Business Dining Impression- Includes basic dining etiquette for an interview or business meeting. Uses infographics to illustrate before, during, and after tips
- Social Networking on Professional Level- Emphasizes the importance of using discretion in social networking and impact it can have on your job search and overall professional brand

### SOCIAL MEDIA QUIZ- HOW SAVVY ARE YOU?

- Quiz contains five questions assessing student social media awareness

“*Students reported that they found this module very helpful in preparing for career fairs.*

*We discussed the module and talked about what they learned and I answered any questions. We discussed the importance of professionalism in their careers and how their academic career is practice for that. This discussion also offered the opportunity to present campus resources.*

3

### **Polish Your Brand**

- Elevator Pitch 101- Provides a summary of content to include and length of an elevator pitch. Video is embedded providing additional tips. Student, Laura Diaz, provides an elevator pitch example

### **ASSIGNMENT 1 PERFECTING YOUR ELEVATOR PITCH**

- Test drive your own pitch. A microphone and/or webcam access are needed for this activity. Directions on how to film and upload video are included in the assignment

### **KNOWLEDGE CHECK: MAKING AN IMPRESSION QUIZ**

- Quiz contains 10 questions assessing knowledge of how to make a positive impression

4

### **Moving Forward**

- Next steps- Students are encouraged to visit their Office of Career Services, seek opportunities to present themselves professionally, practice professional etiquette, and assess social media activity

5

### **IU Career Centers**

- External links to the nine IU campus career center websites

## **TEACHING TIPS**

- Module includes several visual aids to assist students with etiquette and professional dress
- Assign points to the assignments, add rubrics as necessary for grading
- Assignment 1 requires students to submit a video, this might be difficult for some students that do not have access to a camera/recording device (students can upload video from phone)
- Module contains embedded videos
- This module is great for students getting ready for job search



# MODULE 5: CRAFTING YOUR RESUME

## LEARNING OUTCOMES

Students will be able to:

- Identify and construct the format and content components of a resume
- Identify and prioritize individual skills and experiences related to career goals
- Write effective, accomplishment-based bullet points of skills and experiences
- Tailor a resume to a specific job or internship

## MODULE OVERVIEW

**1**

### Craft Your Resume

- Getting Started- Students think about experiences to include in a resume, making note of all education, activities and work experience
- Resume Writing- A sample resume is provided to show consistent formatting and various blocks
- Resume Heading- Outlines content to include and various heading formats
- Objective Statements- Discussed as an optional component of the resume and guidelines to keep in mind, if including.
- Education Section- Outlines content to include and optional items appropriate for this block
- Experience Sections- Students are encouraged to worry less about space and more about detail and organization. They are encouraged to create a master resume first
- Accomplishment Statements- Emphasized as the “main course” of the resume. A formula is provided to help students craft skill-based bullet points. Several examples are provided
- Tips on Formatting- This is a best practices section including use of correct verb tense, keep all information relevant to the employer, etc

**2**

### Tailor Your Resume

- Part One- Students are introduced to the concept of tailoring the resume for each job for which they apply

### JOB DESCRIPTION ACTIVITY: HIGHLIGHTING SKILLS AND RELEVANT EXPERIENCES ASSIGNMENT

- Students are prompted to build a resume to align with a job description. They read a job description and list the skills required to do the job.
- A job description example is provided and students are prompted to integrate key skills into their existing resume.

“Even the weakest of my students turned in really professional resumes without any hiccups. This had been the weakest activity in my Horticultural Plants Course in previous years, and it turned into one of the most useful and most successful ones.”

### **Tailor Your Resume (cont.)**

- Part Two- Guides students through the process of showcasing their skills and transferable skills for the position
- This is not an official assignment, but easily could be
- Students download a copy of the Tailor Your Resume Word Doc template
- Find a job description of their choosing and then use it to fill in the template document to showcase their skills
- In the first column, students write the skills that are highlighted in their chosen job description from the most important to the least important, and then complete the additional columns accordingly

### **KNOWLEDGE CHECK: CRAFTING YOUR RESUME QUIZ**

- Students are asked to what degree they understand elements of crafting their resume

**3**

### **Moving Forward**

- Next Steps- Review the steps, reflect on questions and incorporate experience (check list external link), call to visit career services for support

**4**

### **IU Career Centers**

- External links to the nine IU campus career center websites

## **TEACHING TIPS**

- Module is broken up into 2 sections (1st section is crafting the resume, 2nd section is tailoring the resume to fit job descriptions for applications). Depending upon the students' needs they can jump around in this module, however all information is beneficial no matter the stage of student resume needs
- Assign points to the assignments, add rubrics as necessary for grading
- Module is a great step-by-step guide on resume development and how to use it in application. Great tool for resume conversations outside of the classroom

# MODULE 6: NEGOTIATING AND ACCEPTING OFFERS

## LEARNING OUTCOMES

Students will be able to:

- Calculate personal salary range
- Compare salary offers between geographic locations
- Complete a personal budget to determine minimum acceptable starting salary offers
- Anticipate the likelihood of certain benefits being included with a job offer
- Recognize the stages of negotiation
- Communicate how to accept or decline an offer using best practices
- Describe reasons why or when to accept, decline, or negotiate a job offer

## MODULE OVERVIEW

**1**

### Know Your Worth

- Module begins by emphasizing some forward thinking and research before starting the negotiation process or before accepting an offer
- What Should You Make? What Do Others Make?- Using a provided salary form, students can use the suggested resources to be better informed of salary ranges
- Where You Work Matters- An infographic describes salary differences in differing geographical areas
- How Much Do You Need to Make?- Students are asked to consider their living expenses to determine their needs and access a series of podcasts offered by IU MoneySmarts

### HOW MUCH DO YOU NEED TO MAKE? BUDGET ANALYSIS QUIZ

- Students use two budget tool activities to help think through costs involved with independent living. Quiz contains 2 questions

**2**

### Determine What an Offer Entails

- What an Offer Entails- A sample offer letter is provided emphasizing the importance of a written offer and including what an offer entails
- Consider the Benefits- A benefits worksheet is provided and an infographic compares and contrasts certain benefits depending upon size of the organization

**3**

### Negotiate the Offer

- Negotiate the Offer- Information is provided to understand when and when not to negotiate an offer. Hypothetical interactive situations present students with possible scenarios



“When my students discussed deeper the importance of having a budget and basing what salary they would like to earn and what type of lifestyle they wanted to live, some of them were a little shocked by this.

#### Negotiate the Offer (cont.)

- When You Don't Receive an Offer- When an offer is not received, several factors could be considered as to the reason. Students are encouraged to reflect on interview and negotiation process
- Learn From Experts- A video is provided to share advice on common job offer scenarios

4

#### Moving Forward

- Next Steps- Students are encouraged to visit their Office of Career Services to research their industry salaries, to create a personal budget, and to remember there is often room for negotiation

5

#### IU Career Centers

- External links to the nine IU campus career center websites

### TEACHING TIPS

- The videos have an alternative version if the student has trouble viewing it
- Accepting, declining and negotiating an offer can be a difficult, complicated process. Each situation has a number of factors to consider and unique concerns to address. The Negotiating and Accepting Offers module has outlined a number of considerations and best practices to equip students with a better understanding of this process. However because each situation can be slightly different, definitely encourage students to speak with a career coach to discuss their unique circumstances
- Assign points to the assignments, add rubrics as necessary for grading

# MODULE 7: INTERVIEWING

## LEARNING OUTCOMES

Students will be able to:

- Describe the purpose of an interview
- Identify types of interviews, questions, and approaches (e.g., panel, technical, project-based, etc.)
- Identify or explore modalities of an interview (i.e., face-to-face, virtual, phone)
- Prepare for the interview process
- Follow up the interview process in a professional manner

## MODULE OVERVIEW

**1**

### Preparing for Your Interview

- Interviewing 101- Interviews can take place in a variety of modalities, formats, and styles: in person, phone, and virtual. A slide show identifies interview types and key considerations
- Preparing for an Interview- To best prepare for the interview, research the company, the position, and the interviewers
- What to Expect.- Several resources are provided of common questions interviewers might ask
- Behavior-based Interviewing- Behavior-based Interviewing (BBI) is defined. Employing the STAR method is the best way to answer BBI question by covering key areas that need to be answered: situation, task, action, results

### STAR METHOD RESPONSE QUIZ

- The quiz tests the student's ability to identify the STAR method. Quiz contains one question

### Preparing for Your Interview (cont.)

- Employers' Perspective- An embedded video shares employers favorite questions, common mistakes, and tips for preparing for an interview
- Preparing for an Interview Practice- Rehearsal and mock interviews are emphasized to help a student prepare for the interview

### INTERVIEW PRACTICE QUESTIONS QUIZ

- Students can write responses to the most common interview questions. Quiz contains three questions

### Preparing for Your Interview (cont.)

- Questions to Ask- Suggestions are provided to help the student consider what questions they should ask the interviewer

“*The Interviewing module was helpful because I could show the film and students can observe behaviors that aren’t easy to explain without a visual.*”

### Preparing for Your Interview (cont.)

- What to Wear- An infographic describes appropriate interview attire
- What to Bring- A slide presentation describes items the student should take to the interview

2

### Interviewing

- During the Interview- Students learn to be authentic and truthful, avoid rambling responses, and never badmouth a previous employer or co-worker. A video displays inappropriate and appropriate interview behavior
- Acing Your Interview- Students learn about appropriate body language during the interview

3

### Following Up

- Following Up- Students learn the purpose, guidelines, and parts of a thank-you letter
- Additional Considerations- Students are reminded that other considerations factor into employer decisions. Sometimes assessments, background checks, drug testing, and review of social media are used

4

### Moving Forward

- Next Steps- Students are encouraged to visit their Office of Career Services, to assess wardrobe, to develop answers to common questions, to practice interviewing, to review social media, to consider questions to ask during an interview, and to identify references

5

### IU Career Centers

- External links to the nine IU campus career center websites

## TEACHING TIPS

- Module is broken up into 3 sections (1st section is preparing, 2nd section is interviewing, 3rd is following up). Depending upon the students' needs they can jump around in this module, however all information is beneficial no matter the stage of student interview needs
- Assign points to the assignments, add rubrics as necessary for grading
- Module is a great step-by-step guide on interview preparation and standing out. You may want to tweak content or add resources that are tailored specifically to your students. For example, you may have lists of possible interview questions that are tailored to your discipline.
- You and your Options module is referenced in this module. If you are not using, delete the places where referenced

# MODULE 8: INTERNSHIPS

## LEARNING OUTCOMES

Students will be able to:

- Discuss the importance and value of internships
- Compare the types of internships and choose the best fit
- Find and apply to internships
- Successfully navigate an internship

## MODULE USE

Two different icons denote the purpose of the content in this module. “A yellow magnifying glass” means pages you complete if you are beginning your search. “A purple handshake” means pages you should complete if you have secured an internship.

## MODULE OVERVIEW

**1**

### Understanding Internships

- Definition of Internship- The National Association of Colleges and Employers (NACE) defines internships. Several considerations are presented to students on what to think about when searching for an internship such as: year in school, on or off-campus, summer or academic year, academic credit, paid or unpaid, international student requirements
- Importance of Internships, Part 1- Includes statistics from NACE and an embedded video of 6 company representatives talking about the importance of internships
- Importance of Internships, Part 2- Several NACE Survey Data Infographics display the relevance of internships in the hiring process and in starting salary
- Benefits of Internships, Part 1- List of ways internships are beneficial
- Benefits of Internships, Part 2- Embedded videos and quotes of former interns talking about the benefits and their experiences

**2**

### Identify and Select an Internship

- Beginning Your Internship Search- Provides a checklist of steps students should take and decisions to make prior to starting their internship search. Includes embedded PDF Internship Search Checklist Document

### WHY ARE YOU DOING AN INTERNSHIP ASSIGNMENT

- Students are prompted to answer six questions to focus on their internship search

### Identify and Select an Internship (cont.)

- Finding the Right Internships, Your VIPS- Your VIPS include values, interests, personality, and skills. This section provides an overview of each with a downloadable form or assessment to illustrate how to self-assess in these areas
- Search for an Internship- After learning about oneself, the module focuses on strategies for locating an internship such as talking to people, attending career fairs, and utilizing job boards

“The module is “packed” with relevant information that is presented in a logical, chronological order for students preparing for their internship search.

### PRACTICE YOUR INTERNSHIP SEARCH

- Students utilize two different job boards to locate suitable internships and describe how they align with their VIPS and qualifications. Assignment can be added as a text entry or uploaded file

### Identify and Select an Internship (cont.)

- Things to Watch Out For- Emphasizes the importance of researching companies to avoid scams and identifies potential red flags
- Before you Apply- Provides an overview of application needs such as: social media, cover letter, resume, portfolio, and references
- Interviewing for Internships- Summarizes key steps to be successful before, during, and after an interview
- If You Didn't Get the Internship- An infographic shows suggestions on how to improve and sets student up for future success

3

### Be Successful in Your Internship

- Before You Begin, Part 1- Students are encouraged to reflect on why they chose the internship and identify what they want to learn
- Before You Begin, Part 2- SMART goal writing is introduced and a downloadable SMART Goals Worksheet is provided
- Starting Your Internship- Reviews items to know before the first day of internship
- Best Practices During Your Internship.- Uses Google slides to reveal tips for success during your internship
- Exercise Awareness- Reminds students to be aware of potential negatives in the workplace and use open lines of communication with supervisor
- End on the Right Note- Provides guide to capitalize on internship experience

4

### Moving Forward

- Next Steps- Students are encouraged to visit their Office of Career Services, keep application materials current, visit job boards, attend career events, and create goals

5

### IU Career Centers

- External links to the nine IU campus career center websites

## TEACHING TIPS

- Assign points to the assignments, add rubrics as necessary for grading, both assignments are text entry or document upload in section 2
- Remind students to click on the Google slides in section 3
- This module is geared toward advising and career coaches working with students interested in internships or academic programs that require internships as part of their curriculum



# MODULE 9: APPLYING TO GRADUATE AND PROFESSIONAL SCHOOL

## LEARNING OUTCOMES

Students will be able to:

- Explore whether graduate or professional school is the right option at this time
- Use campus resources to help make a decision about pursuing an advanced degree
- Identify the components of a graduate or professional school application and understand how they relate to selection criteria and how to prepare a compelling application
- Compile and develop application materials

## MODULE OVERVIEW

**1**

### Deciding if Graduate or Professional School are Right for You

- Who Pursues an Advanced Degree?- Key traits are listed that help a person achieve success in earning a degree
- What's the Difference?- The difference between graduate school and professional school is explained
- The Difference at a Glance- More differences are explained, including types of degrees, time investment, licensure, exams, types of coursework, and research
- How Do I Decide?- Common questions are answered to make certain it is the right decision to pursue
- Addressing Some Common Concerns- More common questions are answered

**2**

### Exploring Graduate or Professional School Options

- Choosing Where to Apply- Students learn factors to consider in choosing the right school
- Paying for Graduate and Professional School- Resources are provided to help one plan paying for advanced study
- Deep Dive into Decision-making- Several IU students share their story about the decisions of going for advanced study

### ORGANIZE YOUR LIST OF SCHOOLS ASSIGNMENT

- Students are prompted to preference graduate schools and compile admission information and develop a system of organization. A professional school admission information sheet is provided for student as an example

“ ***This module covers all the important topics students should consider about graduate school, most importantly the career value of graduate school and financial considerations.*** ”

**3****Applying to Graduate or Professional School**

- Components of the Application- The common components of the graduate/ professional program application are listed
- Standardized Admission Test- Links are provided for many different admission exams and the scores are explained
- Preparing for Standardized Admission Tests- Tips and suggestions are provided to prepare for the admissions tests
- Writing Your Personal Statement- Suggestions are provided to write a personal statement for advanced study
- Personal Statement Advice and Practice- Additional suggestions are provided for writing a personal statement

**DRAFT A PERSONAL STATEMENT ASSIGNMENT**

- Students are asked to draft a personal statement by answering relevant questions then provided a sample prompt

**Applying to Graduate or Professional School (cont.)**

- Your Letters of Recommendation- Students learn how to ask for letters of recommendation
- Interviews- Suggestions are provided for the interview and sample questions are listed

**4****Moving Forward**

- Next Steps- Students are encouraged to carefully consider graduate school, reflect on why they want an advanced degree, talk with a variety of people, and consider criteria of importance

**5****IU Career Centers**

- External links to the nine IU campus career center websites

**TEACHING TIPS**

- Module is broken up into 3 sections with the majority of the focus being on determining if graduate school is the right decision
- There are two document upload assignments associated with this module. Assign points to the assignments, add rubrics as necessary for grading
- Remind students to click on the Google slides to view important content pertaining to career topic
- Module is appropriately paired with You & Your Options and Parallel Planning
- You and Your Options and Interviewing modules are referenced in this module. If you are not using, delete the places where referenced

# MODULE 10: DESIGNING YOUR LIFE: BUILDING OPTIONS THROUGHOUT COLLEGE

## LEARNING OUTCOMES

Students will be able to:

- Understand and use design thinking to help explore different options and opportunities throughout college career
- Define social and cultural capital so they can apply the concept to help achieve personal and professional goals
- Articulate how coursework and activities outside of the classroom are meaningful beyond college
- Describe and explain how coursework and co-curricular activities can contribute to the design thinking process as they explore interests, practice skills, and develop key abilities and assets in college

## MODULE OVERVIEW

1

### Capital Assets and College

- Design Thinking Mindsets- Concept taken from *Designing Your Life: How to Build a Well-Lived, Joyful Life*, by Bill Burnett and Dave Evans
- Five mindsets include: Be Curious, Try Stuff, Reframe Problems, Know It's a Process, and Ask for Help
- What is Social and Cultural Capital?- Introduced as a life-long process and students are encouraged to continue building during undergraduate education
- Social and Cultural Capital- Cultural capital embodies values, attitudes, skills, knowledge and even mannerisms and material belongings. They can work for or against an individual. Social capital refers to connections and people within network
- College and Capital- Students are asked to consider their own approach to building capital during college, emphasizing networking as way to begin using design thinking mindset
- Linking the Two Kinds of Capital- Two anecdotal examples outline how cultural and social capital work in tandem. Video, *A Nation of Tribes: How Social Class Divides Us*, is embedded into module

### MINDMAP YOUR ASSETS ASSIGNMENT

- Students are prompted to review a provided list of social and cultural capital assets and how they might work for or against them. Next, they are prompted to download the Exploring Assets worksheet and assess themselves

2

### How to Build your Assets

- Developing Capital Assets in College- Students develop cultural and social capital two different ways in college---through academic coursework and co-curricular activities

“***Design thinking is an important concept for students to learn. This module does a good job of challenging students to consider the true value of their education and transferable skills.***”

- Turning Course Work Into Capital- Academic success is more than getting good grades, gaining facts, and graduating. Students are encouraged to pay attention to the process and less about the outcome. View instructors as radical collaborators

### REFLECTING ON MY STORY ASSIGNMENT

- Students are prompted to choose a current class and write a growth story about the class. Questions are provided to help construct the story

### How to Build your Assets (cont.)

- Recording Your Academic Growth- An E-portfolio is a resource to assist students with documenting academic growth. Example experiences and a link to EPortfolio Gallery to view student e-portfolios are provided
- Turning Co-Curricular Activities into Capital- Use design thinking mindset to chart co-curricular involvement. Step 1: Be curious and get active. Step 2: Consider your strengths and share them. Step 3: Challenge yourself further
- IU Collegiate Life- Links to student organizations on all IU campuses are provided

3

### Developing Your Own Plan

- Why Intentional Planning Matters- Emphasizes students should be strategic, rely on campus resources, and target experiences to develop clarity about their future
- Top Ten NACE Skill Categories- Skills employers seek in the workforce include: problem solving, teamwork, communication, leadership, work ethic, analytical, initiative, detail-oriented, and adaptability

### WHAT SKILLS HAVE YOU DEVELOPED ASSIGNMENT

- Students are prompted to self-assess their abilities in five skill categories and provide personal examples of how they have demonstrated each skill

4

### Moving Forward

- Next Steps.- Students are encouraged to refer to other EDGE modules to more easily transition from college to career and to utilize academic and career resources on campus

5

### IU Career Centers

- External links to the nine IU campus career center websites

## TEACHING TIPS

- Module is broken up into 3 sections with focus on self-reflection and planning
- *Your Choices Affect Your Capital* has a list of all the campuses' student organization websites with clickable images. Consider editing page to include only your campus. Editing may pose difficulty and you may choose to leave them as they are
- Module is appropriately paired with the Crafting Your Resume and Networking modules.
- Networking and Your Resume modules are referenced in this module. If you are not using, delete the places where referenced

# MODULE 11: COVER LETTERS AND PROFESSIONAL CORRESPONDENCE

## LEARNING OUTCOMES

Students will be able to:

- Identify the types of correspondence they might need in different stages of their job search
- Construct a cover letter that describes their fit for a particular position
- Develop other types of correspondence appropriate for job search

## MODULE OVERVIEW

**1**

### General Tips for Writing

- Do's and Don'ts- The Do's and Don'ts are general to writing and are covered in regards to formatting, proofreading, etc
- Avoid these Mistakes- Google slides are used to illustrate professional correspondence mistakes not to make. Sample cover letter and reference pages are provided in the Google slides

**2**

### Cover Letters

- Purpose- Explains how cover letters and resumes work together
- Overview- Covers the format of drafting a cover letter including headers, paragraphs, and closing
- Inquiry letters- Examples of letter sentence opening is provided
- Overall Format- Provides an overview of preferred formatting tips for a professional cover letter
- Introductory paragraph - Gives a summary of talking points appropriate for the introductory paragraph
- Body Part 1- Identify skills, qualifications, and key phrases by reviewing job posting. Covers the importance of using key words
- Body Part 2- Students are asked to reflect on experiences or specific examples where skills or characteristic were displayed
- Body Part 3- Helps students decide length of cover letter based on core skills to highlight and spells out the Don'ts of writing a cover letter
- Closing- Emphasizes the importance of a "call to action" within the closing paragraph and provides appropriate salutation language
- Bridging the Job/Resume- Displays a job ad and resume and uses an interactive screen to demonstrate how the cover letter bridges the two effectively



“ *I used this module in my career development course and built in a cover letter assignment.* ”

3

### Other Forms of Correspondence

- Professional References- Explains who qualifies as a professional reference and provides tips for compiling a reference list
- Requesting References- Covers who to choose as a reference, how to gauge their impression, and steps to prepare them to provide a strong recommendation
- Communicating References to Employers- Provides a guide on how to best provide the employer with references
- Thank You Letters- Google slides covers thank you letters including pros and cons of handwritten and email notes
- Thank You Letter Structure- Structure and example of thank you note provided

4

### IU Career Centers

- External links to the nine IU campus career center websites

## TEACHING TIPS

- Module is broken up into 3 sections with the majority of the focus being on the cover letter
- There are no assignments associated with this module. You may wish to build in your own
- Remind students to click on the Google slides to review important content related to thank you notes
- The module is great paired with the Your Resume and Job Search Strategies modules
- The Job Search Strategies module is referenced in this module. If you are not using, delete the places where referenced

# MODULE 12: JOB SEARCH STRATEGIES

## LEARNING OUTCOMES

Students will be able to:

- Know factors to consider when starting their job search
- Develop a system to track job search progress
- Identify various methods to locate opportunities, including electronic and in-person

## MODULE OVERVIEW

**1**

### TEST YOUR KNOWLEDGE QUIZ

- Students are prompted to test their knowledge about the job search process to begin discussion of this career topic

### Do Your Research

- Getting Started- Google slides reviews four students, their profile, and factors about their career decisions
- Understanding Yourself- External links to four PDF resources are provided to help students determine their values, interests, and personalities to better understand strengths and what to consider in their search
- Translating Skills to Jobs- Information about what to look for, how to translate skills for the job, and strategies to start the search early are included
- Other key considerations- A list of topics to consider when job searching is provided including, location, work hours, compensation, etc. An Excel file for ranking jobs is provided as a download to help students prioritize job criteria

**2**

### Starting the Search

- Timeline- Tips and strategies about when to start the job search and the typical timeline of a search are listed
- Organize Your Search- A job application log is provided for students to download and insert information about companies they have applied to maintain organization
- Searching for Opportunities- Emphasizes that it is easy to feel overwhelmed in the process
- Searching Face-to-Face- Networking is emphasized as a key strategy in the job search process
- Searching through Alternative Methods- Employment agencies, contract work, and post-graduate internships are discussed as other pathways to full-time employment

“Many seniors verbalized they were approaching their job search wrong after reviewing this module. They focused a disproportionate amount of time on job boards and not enough on networking and research activities.”

3

### Searching Online

- Job Boards and Websites- How to use Online search tools including university or school sponsored sites, company sites, professional organization sites, and traditional job boards are discussed
- Social Media and Mobile Apps- Interactive Google slide presentation emphasizes the importance of and how to use social media and apps to find jobs
- Analyzing Job Ads- An interactive hover tool is integrated to help students analyze job postings in the industries of marketing and computer science

### PRACTICE YOUR JOB SEARCH ASSIGNMENT

- Students are prompted to put learned job search strategies to practice by using their VIPS results and key considerations worksheet to locate and evaluate their fit for three different job postings

### Searching Online (cont.)

- Using the Applicant Tracking System (ATS) in Your Favor- Students are introduced to ATS used by many employers to screen applicants and provided tips of Do's and Don'ts when submitting a resume through ATS to help ensure application materials make it through the first barrier
- Warning! Beware of Scams- Students are made aware and given an overview of signs of potential job search scams and how to make sure employers and positions are legitimate

4

### Moving Forward

- Next Steps- Locating positions is only one facet of the job search process. Students are encouraged to tailor their resume and cover letter for each position, have identified references, prepare adequately for the interview process, and evaluate and negotiate offers effectively
- An EDGE Job Search Checklist Word file is provided to make the job search more manageable

5

### IU Career Centers

- External links to the nine IU campus career center websites

## TEACHING TIPS

- Module is broken up into 3 sections with 2 assignments. The first assignment is a quiz that is similar to a pre-test for knowledge of job search skills
- Remind students to click on the Google slides to view important information
- The module has many external links and documents for organizing and understanding the job search process
- This module cross-references You and Your Options, Your Resume, Interviewing, Networking, and Negotiating and Accepting Offers modules. Consider integrating these modules or deleting content referencing them

## FAQS

### FOR WHOM WAS IU CAREER EDGE DESIGNED?

Everyone at IU is responsible for career development. Therefore, EDGE modules were designed to be easily woven into existing curriculum; there is not a lot of extra burden for faculty. The EDGE modules include generic information applicable to any student on any campus, including first-time full-time freshmen, transfer students, and returning adults.

Examples include:

- Courses (e.g., first-year seminars; career preparation courses; internship courses; capstones)
- Meetings (e.g., academic advising; career coaching)
- Student Experiences (e.g., co-curricular programming; experiential learning)

### WHEN CAN EDGE BE USED?

EDGE modules can be used by faculty and staff at any time. Example: One use could be during snow days or days when faculty are not able to be present for class (due to conferences, etc.).

### HOW EASY IS IT TO USE EDGE?

The EDGE modules were designed for easy application. The EDGE Fellow on your campus can assist with weaving modules into your curriculum.

### WHAT DOES EACH MODULE CONTAIN?

An overview of each module is included in this packet and EDGE modules can be previewed from your campus website. Go to [edge.\(campus-based domain\)iu, iupui, iue, iuk, iun, iusb, ius, iupuc\).edu](http://edge.(campus-based domain)iu, iupui, iue, iuk, iun, iusb, ius, iupuc).edu) to determine content and determine use in your classroom or curriculum.

### CAN I MODIFY THE MODULES CONTENT/ASSIGNMENTS FOR MY SPECIFIC COURSE?

Yes, you are free to make modifications in the modules once you have downloaded them. Each user owns the modules.

Downloading the modules into your own course allows you to make any needed modifications, determine which items you would like to collect as assignments, and alter any assignment point values.

### WHAT REFERENCES/SOURCES WERE USED TO DEVELOP THE CONTENT IN EDGE MODULES?

Input from subject matter experts in Career Services, Advising, Teaching, and Administration from all IU campuses. Various IU-based resources including interview videos, infographics, career-development tools, degree map, self-assessment tools, Money Smarts, and links to IU Career Services are integrated.

Selected external resources, including O\*Net, Interest Profile, career assessments tools, TEDx Talks, YouTube videos, and LinkedIn have also been embedded into modules.

### CAN I USE AN INDIVIDUAL MODULE, OR DO I HAVE TO USE THE WHOLE PROGRAM?

Think of the EDGE modules as an a la carte menu. Faculty and staff are free to use as many or as few as they like.

## FAQS, CONTINUED

### **CAN I USE THESE MODULES IN ANY COURSE (LIBERAL ARTS, HUMANITIES, SOCIAL SCIENCES, ETC.), OR ARE THEY ONLY FOR CAREER FOCUSED COURSES?**

If you think the module would be useful for your students, please use them. These modules are not meant to be limited to career focused courses. They are designed to be used across majors.

Faculty examples include:

- Professors and lecturers at IUPUI have used EDGE modules in Chemistry, Communication Studies, Political Science, and Psychology courses
- Lecturers at IUK have used EDGE modules in Allied Health and English courses
- A professor at IUSB used EDGE modules in a Music course
- An instructor at IU Bloomington used EDGE modules in a Kinesiology course

### **WHY USE EDGE INSTEAD OF OTHER ONLINE CAREER PREPARATION TOOLS?**

The modules were not meant to supplant other resources available to students, and should be used to supplement major-specific resources currently available through professional organizations and other sources.

However, it should be noted:

- The modules were developed by IU professionals
- Available to IU faculty and staff free of charge

### **HOW DO THE MODULES FIT WITH EXISTING CAREER SERVICES PROGRAMS?**

Modules can be embedded in courses and used during meetings, but should also be coordinated in such a way as to take full advantage of Career Services workshops and trainings. Contact Career Services on your campus if you would like to pair a module with attendance at a career event (such as assigning the 'Interviewing' module before students attend a Mock Interview meeting).

### **WHO IS THE EDGE LIAISON ON MY CAMPUS?**

- Bloomington: Stacey Abshire, [sabshire@indiana.edu](mailto:sabshire@indiana.edu)  
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