

UTAMPA 201 × QUINNcia — CAREER READINESS

Can you **prompt engineer** your students?

A good prompt understands the context of a situation and what you’re trying to achieve. Here's how UTAMPA 201 got students to take career readiness personally.

WHY MOST COURSES FAIL

A sophomore with five classes, a part-time job, and busy social calendars does not care about a resume. So they write one to look the part. That isn't learning, that's compliance. Most career-readiness courses start with the artifact and lose the room on day one.

THE REFRAME

Start instead with the question every student should be asking: **Who am I the moment I walk off this campus?** Now the resume is identity work. The interview is voice work. LinkedIn is footprint work. The student cares because the work is about them.

Meet UTAMPA 201.

A zero-credit, asynchronous career-readiness course every student takes.

26	10	All	0	Async
FACULTY	MODULES	STUDENTS	CREDITS	FORMAT

THE ARCHITECTURE

The course is sequenced. The **sequence** is the magic.

01	02	03	04	05	06
SELF-DISCOVERY	CAREER VOCABULARY	REALITY CHECK	STORY CRAFT	PEER FEEDBACK	AI FEEDBACK LOOP
LifeMap	NACE competencies	Importance vs. Proficiency	STAR Framework	Elevator pitch	Quinn cia
Map every job, person, skill, and failure. Then find the themes.	Learn the words employers use before a job posting becomes a wall of jargon.	Students compare their self-assessment against employer feedback.	Find the evidence before writing the resume. One competency, one STAR story.	One specific compliment, one clarifying question.	Growth shown through iteration. Used to tailor and refine.

THE PRINCIPLE **Discussions before Artifacts before AI .** Discussions build stakes. Assignments produce evidence. AI gives feedback once the student can use it.

DID IT WORK?

Faculty leaned in. Students stopped chasing the grade.

THE FACULTY SIGNAL

26 faculty across the institution ran the same 10-module spine. Reception was unusually warm for a zero-credit course — organization, sequencing, and the AI feedback loop got specific praise.

THE STUDENT MOMENT

Last semester, a student emailed asking for an extension on an assignment that wouldn't have affected their grade. The instructor almost wrote back to say *don't bother* — then realized the student wanted to **complete** the assignment. That's when we knew this was working.

Buy-in is the metric career-readiness courses cannot move. UTAMPA 201 moved it by treating critical thinking, not the artifact, as the curriculum.

"The semester went better than expected. Students put in significant effort. Quinnacia's interview and critiques were very helpful."

UT FACULTY MEMBER UTAMPA 201

TAKE IT HOME

Three things you can do to replicate this success on your campus.

01

Audit one prompt in your program.

Pick one assignment. Read it as a sophomore. Does it start with *why this matters to you* or with the artifact?

02

Try the peer-feedback rules.

Ban "looks good" for one assignment. Require one specific compliment and one clarifying question. See what changes.

03

Reorder one module.

Move the discussion in front of the artifact. Move the AI tool to the end. One module is enough to feel it.

Bring Quinnacia to your **career center.**

Reach out to your regional partnership manager to explore a pilot.

