

Considerations for Developing a Career Course

Initial Assessment

- Are there upcoming academic mergers that would necessitate or open the door for a career course?
- Would institutional goals be fulfilled through the addition of a career course?
- Would a career course help meet federal/state/regional institutional initiatives for career services?
- Is there a need for additional career support for a specific student population?
- Is there a need to supplement current career development offerings or services?
- What is the course's proposed learning outcomes?
- Would data from surveys or focus groups be helpful for institutional support?
- Are there existing career courses on campus that could serve as a model and/or lead to a duplication of effort?
- What is the timeline for implementing the course?
- Is a pilot course a possibility?
- To whom would a proposal for the course be distributed?
- What is the level of support for the career course relative to other courses?
- Is instructional consultation and support available to students on campus?
- Does the course "academic home" make a difference in course approval, marketing, or funding?
- What is the disposition of career services for such a course?

Potential Stakeholders & Resources

- Academic units/faculty?
- Academic advisors?
- Student organizations? (e.g., student government association)
- Top institutional personnel? (President, Deans, Department Chairs, etc.)
- Parent organizations?
- Graduate students? (e.g., teaching assistants)
- Career services personnel?
- "First Year Experience" teachers?
- Local employers for internships, panels, and guest speakers?
- Resources (books, journal articles) on teaching career courses?
- Other career services professionals with experience teaching career courses?

Course Schedule

- How many times a year will the course be offered? How many sections?
- How many times will the class meet per week and for how long?
- What are the best times for students?
- What are the best times for instructors?
- What are the best times for facility use (e.g., classrooms, career center)?

Funding and Budget

- What institutional policies affect the collection and distribution of fees?
- How will the course be funded? Internal or external? One source? Multiple sources?
- Could course costs be reduced through ties with existing programs? (e.g., teaching assistants)
- Are there "outside" grants or funding for career initiatives or special populations available?
- What are the plans for the distribution of funds generated?
- What plans are in place for growth and future funding?

Course Structure

- Who is the class for? Entering or enrolled students? Open registration or targeted for groups of students? Who has priority? How is this determined?
- Will the course be an elective or a required course? Required in one or more majors?
- Will the class be offered for credit or noncredit? Variable credit?

- Is the course available through continuing education or for distance students?
- Is the class focused or comprehensive? (e.g., career exploration or just employability skills)
- Will the course be offered as an online option? hybrid? self-paced?
- Does the course meet general education requirements?
- Will the course be “a service” (e.g., to supplement existing career counseling) or more focused on content (e.g., knowledge-based)?
- How large will the class be? How many sections will be offered?
- Will the class have an experiential learning component? (e.g., required internship)
- Who will teach the class? Regular faculty? Professional staff in counseling, career services, or advising? Graduate students? Adjuncts? Team-taught? Subject experts or guest lecturers?
- How will the course be marketed? To students? To academic advisors and professional student services staff? To faculty and academic departments? To orientation and new student programs? To parents?

Theory & Assessment

- How will theory be incorporated in the course?
- What theory/theories will be used? (e.g., single, non-explicit, eclectic)
- What will career assessments be incorporated play in the course?
- Who will pay for assessments (e.g., students, department, etc.)?
- How will assessments be administered? Who will administer and interpret assessments?
- Is there a group rate available for assessments through the publisher?
- How will be students’ assimilation of theory be assessed? (e.g., exams, journals, in-class activities)

Career Center Connections

- To what extent will the career center serve as a “laboratory” for the course?
- To what extent will employers be connected? (e.g., recruiters used as guest presenters)
- How will the course be used to market career services and programs? (e.g., career fairs)
- Who will communicate with the career center regarding class needs?
- What career center events might affect usage or access to career center resources?

Course Materials & Text

- Will the course materials be instructor developed vs. published materials?
- Will extra credit be offered? How will extra credit tie into out of class career-related activities?
- Will the majority of the assignments be in-class or out-of-class?
- Do course activities provide opportunities for a variety of learning styles?
- What types of learning activities are best for the student demographic?
- How is student “buy-in” of course content assured?
- What is the role of technology in the course?
- What is the use of resource materials in the main college library or career center?
- How is class performance assessed? (e.g., completion of performance contracts, classroom tests)
- Are the course materials validated in independent, refereed research reports?
- Do the course materials include products and activities with established validity and reliability?

Course Evaluation

- Will there be student ratings of satisfaction and quality of instruction?
- Does the course have independent evaluators?
- Will the course use standardized instruments to assess outputs? (e.g., Career Thoughts Inventory)
- Will the course managers analyze retention/graduation rates over short and long term periods?
- Will there be a strategic review of course? How, when, and by who?
- Will additional research data be collected? How will this research be used?
- How will/how often will course evaluation data be conveyed to stakeholders?

Selected Career Development Textbooks and Other Helpful Guides for Starting Up Your Career Course*

- Andersen, P., & Vandehey, M. (2011). *Career counseling and development in a global economy* (2nd ed.). Wadsworth Publishing. \$155.06
- Bolles, R. (2013). *What color is your parachute? 2014: A practical manual for job-hunters and career changers*. Ten Speed Press. \$10.72
- Borchard, D., Bonner, C. L., & Musich, S. (2010). *Your career planner* (10th ed.). Kendall Hunt Publishing. \$65.23
- Brown, D. (2011). *Career information, career counseling, and career development* (10th ed.). Prentice Hall. \$134.80
- Ducat, D. (2011). *Turning points: Your career decision making guide prentice hall* (3rd ed.). Prentice Hall. \$67.26
- Ferrett, S. (2011). *Peak performance: Success in college and beyond* (8th ed.). Career Education. \$79.10
- Gordon, V., & Sears, S. J. (2009). *Selecting a college major: Exploration and decision making* (6th ed.). Prentice Hall. \$37.63
- Hanna, S., Radtke, D., & Suggett, R. (2008). *Career by design: Communicating your way to success* (4th ed.). Prentice Hall. \$56.24
- Hecklinger, F., & Black, B. (2010). *Training for life: A practical guide to career and life planning* (10th ed.). Kendall Hunt Publishing. \$64.73
- Hess, P. (2007). *Career success: Right here, right now!* (2nd ed.). Cengage Learning. \$100.95
- Levitt, J. (2009). *Your career: how to make it happen* (with CD-ROM) (7th ed.). Southern-Western Educational Pub. \$49.03
- Luzzo, D. & Severy, L. (2008). *Making career decisions that count: A practical guide* (3rd ed.). Prentice Hall. \$44.19
- Masters, A., & Wallace, H. (2010). *Personal development for life and work (Title 1)* (10th ed.). Cengage Learning. \$88.67
- Nielson, T. (2007). *Career trek: The journey begins*. Prentice Hall. \$38.71
- Niles, S., Amundson, N., & Neault, R. (2010). *Career flow: A hope-centered approach to career development*. Prentice Hall. \$40.48

- Niles, S., & Harris-Bowlsbey, J. (2012). *Career development interventions in the 21st century* (4th ed.). Prentice Hall. \$128.71
- Osborn, D. (2008). *Teaching career development: A primer for instructors and presenters*. National Career Development Association. \$35.00 (\$25.00 for NCDA members)
- Pope, M., Minor, C. W., & Lara, T. M. (2011). *Experiential activities for teaching career counseling classes & facilitating career groups* (Vol. 3). National Career Development Association. \$55.00 (\$45.00 for NCDA members)
- Reardon, R., Lenz, J., Sampson, J., & Peterson, G. (2013). *Career development & planning: A comprehensive approach*. (4th ed.). Kendall Hunt. \$69.83
- Reardon, R., Lenz, J., Sampson, J., & Peterson, G. (2013). *Career development & planning: A comprehensive approach: Instructor's manual*. (4th ed.). Kendall Hunt.
- Robbins, C. (2009). *The job searcher's handbook* (4th ed.). Prentice Hall. \$50.92
- Salpeter, M. (2011). *Social networking for career success: Using online tools to create a personal brand*. LearningExpress. \$12.80
- Sears, S., & Gordon, V. (2010). *Building your career: A guide to your future* (4th ed.). Prentice Hall. \$47.34
- Stebbleton, M., & Henle, M. (2010). *Hired! The job hunting and career planning guide* (4th ed.). Prentice Hall. \$54.68
- Sukiennik, D., Bendat, W., & Raufman, L. (2012). *The career fitness program: Exercising your options* (10th ed.). Prentice Hall. \$70.38
- Yena, D. (2010). *Career directions: The path to your ideal career* (5th ed.). Career Education. \$73.63
- Zunker, V. (2011). *Career counseling: A holistic approach* (8th ed.). Brooks Cole. \$158.03

*Above prices from Amazon.com, updated as of May 21, 2014

Ledwith, K., Freeman, V., Fiore, E., Lenz, J., & Reardon, R. (2014). *A course for student success: Strategies for designing and delivering effective career classes*. National Career Development Association, Long Beach.

Selected References on the Effectiveness of Career Interventions

- Brown, S. D., & Ryan Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown and R. W. Lent (eds.), *Handbook of counseling psychology* (3rd ed.) pp.740-766). New York: John Wiley & Sons.
- Brown, S. D., Ryan Krane, N. E., Brecheisen, J., Castelino, P., Budisin, I., Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior*, 62, 411-428. Doi: 10.1016/S001-8791(02)00052-0.
- Sampson, J. P., Jr., McClain, M-C., Musch, E., & Reardon, R. C. (2013). Factors affecting readiness to benefit from career interventions. *The Career Development Quarterly*, 61, 98-109. doi: 10.1002/j.2161-0045.2013.00040.x.
- Spokane, A. R., & Oliver, L. W. (1983). Outcomes of vocational intervention. In S. H. Osipow & W. B. Walsh (Eds.), *Handbook of vocational psychology* (pp. 99-136). Hillsdale, N: Lawrence Erlbaum.
- Whiston, S. C. (2011). Vocational counseling and interventions: An exploration of future “big” questions. *Journal of Career Assessment*, 19, 287-295.
- Whiston, S. C., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior*, 62, 390-410. doi:10.1016/S0001-8791(02)00050-7.
- Whiston, S. C., & James, B. N. (2013). Promotion of career choices. In S. D. Brown & R. W. Lent (Ed), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 565-594). Hoboken, NJ: Wiley.
- Whiston, S. C., & Rose, C. S. (2013). Career counseling with emerging adults. In W. B. Walsh, M. L. Savickas, & P. J. Hartung (Eds.), *Handbook of vocational psychology* (4th ed., pp. 249-272). New York: Routledge.
- Whiston, S. C., Sexton, T. L., & Lasoff, D. L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane (1988). *Journal of Counseling Psychology*, 45, 150-165. doi:10.1037/0022-0167.45.2.150.

Additional Selected References

- Bertoch, S. C., Reardon, R. C., Lenz, J. G., & Peterson, G. W. (2014). Goal instability in relation to career thoughts, decision state, and performance in a career course. *Journal of Career Development, 41*, 104-121. doi: 0894845313482521
- Reardon, R. C, Melvin, B., McCain, M-C., Peterson, G. W., & Bowman, J. (2015). An academic career course as a factor in college graduation. *Journal of College Student Retention, 17*(3), in press.
- Reardon, R. C., & Fiore, E. (2014). *College career courses and learner outputs and outcomes, 1976-2014: Technical Report no. 54*. Tallahassee, FL: Center for the Study of Technology in Counseling and Career Development, Florida State University.
- Reardon, R., Lenz, J., Sampson, J., & Peterson, G. (2012). *Career development and planning: A comprehensive approach* (4th ed.). Dubuque, IA: Kendall-Hunt.
- A 15 chapter, 306 page text that presents a comprehensive approach to career problem solving and decision making based on cognitive information processing theory and RIASEC theory. Includes a 64-item glossary and 13 appendices with student assignments and learning activities; 30 tables; 26 figures; subject and author indexes. ISBN: 978-1-4652-0006-8
Reviewed: L. J. Geiken, *Career Convergence* (2/1/13); M. Eng, *NACADA Journal* (4/29/13); D. Furbish, *Journal of Employment Counseling* (9/13).
- Reardon, R., Lenz, J., Sampson, J., & Peterson, G. (2012). *Career development and planning: A comprehensive approach instructor's guide* (4th ed.). Dubuque, IA: Kendall-Hunt.
- A 205 page instructors manual with suggestions for teaching a career course using the related text; includes preview slides of over 440 PowerPoint slides, test items, course syllabus, and standard materials for 17 class meetings, including objectives, behavioral outcomes, assignments, presentation materials/suggestions, administrative procedures, lecture notes. ISBN: 978-1-4652-0777-7

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A Course for Student Success: Strategies for Designing and Delivering Effective Career Classes

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