**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*


Ferrett, S. (2011). *Peak performance: Success in college and beyond* (8th ed.). Career Education. $79.10


Levitt, J. (2009). *Your career: how to make it happen* (with CD-ROM) (7th ed.). Southern-Western Educational Pub. $49.03


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)


Salpeter, M. (2011). *Social networking for career success: Using online tools to create a personal brand.* LearningExpress. $12.80


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


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

Selected References on the Effectiveness of Career Interventions


Additional Selected References


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


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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**NCDA Global Conference 2014**

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

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