Strategies for Developing, Managing, and Evaluating a Successful Career Course for 45 Years
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Considerations for Developing a Career Course*

Initial Assessment
☐ Are there upcoming academic transitions that would necessitate or open the door for a career course?
☐ Would top university or personal 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 specialized or additional career support for specific student populations?
☐ Is there a need to supplement current career development offerings or services?
☐ What are the learning outcomes for the course?
☐ Can data from surveys or focus groups be used for institutional support?
☐ Are there existing career courses on campus that could serve as a model and/or duplication of effort?
☐ What is a potential timeline for implementing a course?
☐ Is a pilot version of a career 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 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/Enrollment management staff?
☐ Student organizations? (e.g., student government association)
☐ Top intuitional personnel? (President, Deans, Department Chairs, etc.)
☐ Parent/family 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 student 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?
☐ Are there rules regarding the distribution of funds generated by non-instructional staff?
☐ What plans are in place for course 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” course (e.g., to supplement existing career counseling) or more focused on content (e.g., knowledge-based)?

How large will the class(es) be?

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 do the institutional accreditation requirements impact who teaches the course, e.g., must have demonstrated content knowledge or years of experience?

How will the course be marketed? To students? Academic advisors and professional student services staff? Faculty and academic departments? Orientation and new student programs? Web sites and links? Parents?

**Theory & Assessment**

- Will career theory be incorporated in the course?
- What theory/theories will be used? (e.g., single, non-explicit, eclectic)
- What role will career assessments play in the course?
- Who will pay for assessments (e.g., students, department, etc.)?
- How will assessments be administered (e.g., print, online)? Who will administer and interpret them?
- Is there a group rate available for assessments through the publisher?
- How will the student’s assimilation of theory be assessed? (e.g., journal, outcome assessment, research)

**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, workshops)
- 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, Activities, & Text**

- Will the course materials be instructor developed vs. published materials?
- Will extra credit options be offered through the course? (e.g., complete a career portfolio)
- Will the majority of the completed 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 population?
- How is the “buy-in” of students assured?
- What is the role of technology in the course?
- What is the use of library materials in the main college library or career center?
- What are the grading procedures (e.g., 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?
- How is the campus course management system (e.g., Blackboard, Canvas) integrated into the course?

**Course Evaluation**

- Will there be student ratings of satisfaction and quality of instruction?
- Will 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 to assess course outcomes?
- Will there be a strategic review of course? How, when, and by who?
- How will research data be collected? To whom will it be distributed?
- How will course success and value be conveyed to stakeholders?


For copies of the PPT and related paper visit: [http://www.career.fsu.edu/tech-center/resources/presentations/ncda-presentations](http://www.career.fsu.edu/tech-center/resources/presentations/ncda-presentations)

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