

000001



**Curriculum and Course Change System - Print New Course Form**

**Course Abbreviation & Number:**

X New Undergraduate Course: CU- 120

.. New Honors Course: --

.. New Graduate Course: -

**Effective Term:** 06/2013

**Catalog Title:** Introduction to Career Development

**Transcript Title:** Intro Career Dev

**Fixed Credit Course:** 1 (1,0)

**Variable Credit Course:** - (-), (-)

<b>Method of Instruction</b>	<b>Course Modifier</b>	<b>General Education Designation</b>
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

**Add cross-listing with the following child course(s):**

**Catalog Description:** The course will educate students about career planning, equip them to evaluate prospective career fields, and enable them to pursue career aspirations. Upon completion, students will have a greater awareness of their career interests, and understand the connection between their studies and their career goals.

**Prerequisite(s):** None.

**Projected Enrollment:**

Year 1 - 15 Year 2 - 30 Year 3 - 45 Year 4 - 60

**Required course for students in:** None.

**Statement of need and justification based on assessment results of student learning outcomes:** Many students enter college with little awareness of the careers open to them and poor notions of which fields might best suit their interests and talents. The process of narrowing career possibilities down to a manageable few is also a frustrating and haphazard exercise for many students. Career decision-making will occur multiple times in the course of a lifetime, so learning how to utilize this skill would be beneficial both before and after graduation.

Student focus groups identified career development as a real need at Clemson, and expressed great interest in having a course offered to address this need. These students envisioned a course where faculty and professionals in various fields would address undergraduates about “discovering your future” and explain how to go about making this discovery. The demand for such a course is not unique to Clemson. According to the National Association of Colleges and Employer’s (NACE) 2011-2012 Career Services Benchmark Survey for Four-Year Colleges and Universities, almost half of the 866 universities surveyed provided credit-bearing career development classes.

In 2005, three researchers reviewed 50 studies that examined the effectiveness of career courses offered in US institutions between 1976 and 2005. They reviewed 40 studies of career course outputs such as career thoughts, career decision-making skills, career decidedness, and vocational identity, which are theoretically related to outcomes of career interventions such as persistence in college (retention), and job satisfaction or satisfaction with field of study. 90% of these studies reported positive gains in measured output variables. In 16 studies looking at career course outcomes, the researchers found that 88% reported positive gains in measured outcome variables. The evidence seems to indicate that career courses provide desirable career outputs and outcomes to students.

**Textbook(s):** Career Development and Planning: A Comprehensive Approach (4th ed.), Reardon, Lenz, Sampson and Peterson

**Learning Objectives:** The course will provide students with an overview of career opportunities available in fields of potential interest, an explanation of their personal interests based on at least one professionally administered interest inventory, an understanding of how to identify professions that coincide with their individual interests, and a theoretical framework that explains the underpinnings of career decision-making models. By the end of the course, students should be able to:

- Participate meaningfully in assessing personal interests, values and skills suitable for various occupations, both for self and others
- Grasp the basic tenets of career development theories, and employ them appropriately
- Identify academic majors appropriate for occupations, even when not immediately obvious
- Develop and effectively employ job-search skills
- Formulate plans and strategies to accomplish short and long-term professional objectives
- Utilize informational resources pertaining to major choice, job searches and career development
- Think critically about career directions in light of individual aptitudes, abilities and interests
- Engage in career-related problem-solving when presented with information falling outside predetermined aspirational parameters

**Topical Outline:** As a one credit hour summer school course, Introduction to Career Development will meet several times a week, with a variety of educational activities and instructional methods being employed. Theory will be introduced via lecture and small group discussion. The Strong Interest Inventory (and perhaps another inventory) will be administered and results will be reviewed individually. Representatives from academic departments and industry will be invited to speak about their particular disciplines and careers. Informational resources will be demonstrated via smart-room technology, and students will be guided through their use via personal laptops. Assignments will largely center around individual career interests, with the expectation that students will be able to extrapolate how to engage in future career planning efforts based on the coursework and in-class exercises they complete in this course.

**Evaluation:** Grades will be based upon:

Participation in class discussions and group assignments - 15%

- which includes attending class meetings

Completion of instructor-designed assignments - 15%

- which includes completion of interest inventories

Completion of written assignments - 30%

- which includes submission of artifacts to ePortfolio

Weekly quizzes - 10%

Final essay - 30%

**Duplication (if applicable):** None.

**Add course requirements for honors and/or 600-level courses (if applicable):** None.

**Learning Activities associated with General Education competencies (if applicable):** Presentations by academic advisors and career professionals will encourage students to determine what skills and interests would best fit with various fields, engaging critical thinking and problem solving skills.

Interpretation of interest inventories will also engage critical thinking skills.

Assignments requiring students to assess the interests and abilities of fellow classmates will also foster ethical decision-making as they learn to receive, process and utilize personal/confidential information.

**Form Originator:** BONEIL, Oneil Burton **Date Form Created:** 2/8/2013

**Form Last Updated by:** BONEIL, Oneil Burton **Date Form Last Updated:** 2/11/2013

**Form Number:** 5894

**Approval**

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>M. Elaine Richards</i>	<i>2/18/13</i>	<i>Carice W. Morrow</i>	<i>3/1/2013</i>
Department Chair (ASC Director)	Date	Chair, Graduate Curriculum Committee	Date
<i>J. Boneil</i>	<i>2/18/13</i>		
Chair, College Curriculum Committee	Date	Provost	Date
		<i>Aris R. Helms</i>	<i>5/8/13</i>
College Dean	Date	President	Date
		<i>John J. [Signature]</i>	<i>5/8/13</i>
Director, Calhoun Honors College	Date		