

Date of request: 25-SEP-2018

Request ID: E-2018-CECP-77

College: E

Department: CECP

Initiator name: samuel beasley

Initiator email: samuel.beasley@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course CECP 3700

New course selected: This new course is seeking approval as WMU Essential Studies - Level 2:
Exploration and Discovery

1. Proposed course prefix and number:

CECP 3700

2. Proposed credit hours:

3

3. Proposed course title:

Introduction to Career Planning and Development

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
C

8. Major and/or minor restrictions:
Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
None

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
None

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Career Planning & Development

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

21. **Level 2: Exploration and Discovery**
 Indicate which course category the course should be placed in:

Personal Wellness

22. Indicate which **ONE** additional required student learning outcome the course will assess: (may NOT select category required outcome listed above)

Develop sensitivity to diversity and inclusion

23. Indicate the **first** of **TWO** required student learning outcome the course will assess:

Not Applicable

24. Indicate the **second** of **TWO** required student learning outcome the course will assess:

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

Initial WMU Essential Studies review and approval.

To create an undergraduate course on career planning and development in the Department of Counselor Education and Counseling Psychology.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes

prerequisites, justify those, too.).

Initial WMU Essential Studies review and approval.

This proposal is designed to create an undergraduate course on career planning and development in the Department of Counselor Education and Counseling Psychology (CECP). The course will also be submitted for inclusion within the Essential Studies **curriculum**. According to the National Center for Education Statistics (2017), one-third of students seeking bachelor's degrees changed majors at least once. These shifts in major can contribute to delays in graduation. Given WMU's efforts to increase its graduation rates, this course will provide students an early opportunity to examine issues related to vocational identity development and career planning. This course would provide undergraduates an opportunity to explore their prospective major/field and identify strategies to improve their marketability in the future, thus potentially contributing to WMU's overall goal to prepare students for the world of work and boost time to graduation.

This course will also provide opportunities to fund our doctoral students while providing them with supervised teaching opportunities. At present, there are limited opportunities for our students to receive gain teaching experiences prior to entering the job market. This course would address this training gap for our doctoral students.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Develop understanding and practices for personal wellness. (WMU Essential Studies SLO)

Practice sensitivity to diversity and inclusion. (WMU Essential Studies SLO)

Objective 1: Students will develop an understanding of the lifetime nature of career planning.

Objective 2: Students will learn how standardized career assessments are used by psychologists to address career identity development.

Objective 3: Students will gain an understanding of psychological theories of career development, and how such models have changed across historical periods and social structures.

Objective 4: Students will obtain information about the Social Cognitive Career Theory (SCCT), which emphasizes how personal agency is connected with learning and skill development associated with external experiences.

Objective 5: Students will explore contemporary issues in the workforce and learn how to utilize their skills in the changing workforce.

Objective 6: Students will be able to address how their multicultural identities intersect with the sociocultural dimensions of work.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. Initial WMU Essential Studies review and approval.

Based on conversations with colleagues in CEHD who have teach undergraduates as well as available research on young adults' career development, undergraduate students benefit from systematic exploration of their career interests and opportunities (Duffy & Sedlacek, 2007). This research indicates that this career exploration will be beneficial for students in other colleges.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. Initial WMU Essential Studies review and approval.

This new course should have limited effect on other colleges, departments or programs. The university does offer a one-credit UNIV 1020: Career Exploration and Development. Although the UNIV 1020 course does cover similar topics as the course being proposed, CECP 3700 provides a more comprehensive coverage of career development theories than is possible in UNIV 1020, a one credit course. Additionally, the one credit UNIV 1020 course is not eligible for inclusion in the Essential Studies curriculum. Finally, this course would complement the resources offered by WMU's Career and Student Employment Services. It will also provide opportunities to showcase the resources offered by this office, thus potentially improving the reach of their services.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. Initial WMU Essential Studies review and approval.

Currently, CECP only offers courses on Career Development for master's and doctoral students. Thus, we expect the addition of this undergraduate course will have little to no negative effect on existing programs in the department. It will provide supervised teaching opportunities for our doctoral students.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. Initial WMU Essential Studies review and approval.

As previously outlined, there are a limited number of undergraduate courses offered in CECP.

This reduces the possibility of program conflicts or negative impact on meeting graduation requirements. The new course is a 3-credit hour class that can be completed in one semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Initial WMU Essential Studies review and approval.

Undergraduate students at WMU represent the anticipated student audience for the course. Estimated enrollment for the course is 12-15 students per semester. Looking at enrollment in UNIV 1020, for Spring 2018 and Fall 2018, 4 sections are offered each term, and in each term, there are available spots. A major difference for the courses we are proposing is that they would be 3 credits (instead of 1) and thus provide more depth of coverage – and as an Essential Studies course, would facilitate movement towards graduation. Given the university's efforts to improve on-time graduation rates and the high number of undergraduates who change majors, if students have more access to career development information and opportunities to engage with this content, time to graduation may improve as they will be able to move to.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) One section of this course will be offered in the fall or spring semester with 25 student capacity. It will not be offered online.

This course will be taught by current CECP doctoral students who are being supervised by CECP faculty. The course would require classroom space. No additional equipment or technology would be required outside of existing technology in the classrooms. There are no anticipated costs in terms of advising since the courses would be open for students who find the content useful to their career development. There are no known additional burdens in regards to library holdings. There are no initial one-time or ongoing base-funding costs for the proposed program.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.
Initial WMU Essential Studies review and approval.

O. Current catalog copy:
N/A

P. Proposed catalog copy:
This course is designed to help students understand the process of career decision-making and to help prepare them for future career experiences by focusing on career planning and development. The course provides an overview of theories and concepts involved in career decision-making using established psychological research. Students' vocational interests, values, personality, and abilities are explored to enhance career exploration and decision-making. The links between career identity development, career planning and multicultural factors (e.g., gender, race, social class, and other issues of diversity) are examined with an emphasis on enhancing students' ability to incorporate the contextual dimensions of work. Finally, research on contemporary aspects of career development and the workforce are introduced enabling students to implement a strategic career plan by focusing on employability skills and strategies for implementing academic/career development plans. This course meets the student learning outcomes in the WMU Essential Studies Level 2- Exploration and Discovery, Personal Wellness Course Category.

Department Curriculum Chair approver: Patrick Munley

Department Curriculum Chair comment:

Date: 25-SEP-2018

Department approver: Patrick Munley

Chair comment:

Date: 25-SEP-2018

**CECP 3700: Introduction to Career Planning and Development
Fall 2019**

**Western Michigan University
Department of Counselor Education and Counseling Psychology
CECP 3700: Introduction to Career Planning and Development
Fall 2019**

Hours of Credit: 3

Instructor: TBD

Office Location: 3816 Sangren Hall

Office Phone: (269) 387-5100

Email Address: TBD

Office Hours: By appointment

Class Location: Kalamazoo

Course Description from Catalog

This course is designed to help students understand the process of career decision-making and to help prepare them for future career experiences by focusing on career planning and development. The course provides an overview of theories and concepts involved in career decision-making using established psychological research. Students' vocational interests, values, personality, and abilities are explored to enhance career exploration and decision-making. The links between career identity development, career planning and multicultural factors (e.g., gender, race, social class, and other issues of diversity) are examined with an emphasis on enhancing students' ability to incorporate the contextual dimensions of work. Finally, research on contemporary aspects of career development and the workforce are introduced enabling students to implement a strategic career plan by focusing on employability skills and strategies for implementing academic/career development plans. This course meets the student learning outcomes in the WMU Essential Studies Level 2- Exploration and Discovery, Personal Wellness Course Category.

Course Overview

This course introduces students to social science models of career development. Career development is a continuous process of charting a path through life and the world of work, and is shaped by many factors: innate characteristics (e.g., physical dexterity, sensory perception), social identity factors (e.g., gender, race, social class, and many other aspects of identity), psychological factors (e.g., personality and interests), and external forces (including changing features of the economy, technological development, and culture). Career development is also influenced by happenstance, which refers to unanticipated and sometimes unpredictable factors that shape a person's career.

Career development is a relatively new idea, since historically most people entered the occupation dictated by their family of origin and social class. The world of work has changed dramatically in the past century, however, as have the steps necessary for obtaining a satisfying career. Yet we ask students to begin planning their careers early in life, often before they have accrued the necessary cognitive and emotional development to make important life choices, and before they have gained sufficient work experience to crystallize their interests and skills. Moreover, students are guided (if they are lucky enough to have guidance) by adults who

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themselves may have a limited understanding of how to effectively plan careers in the 21st century.

Students will be invited to apply knowledge about career development and the contemporary world of work and to consider how to use course materials in future work. This knowledge may be particularly helpful for students who pursue careers in education, counseling, psychology, and other human service professions where they may have opportunity to provide career related experiences.

Prerequisites

There are no prerequisites for the course, although some familiarity with psychological theories can be helpful. It is possible to do well without any psychology background.

Methods of Instruction

This course will involve lectures, presentations, large and small group discussions, video analyses, case discussions, and hands-on activities (e.g., role plays) to engage students with the course content. Instructional methods include PowerPoints, class discussions, case studies, online videos, and activity assignments to be completed during and/or outside of class.

Course Objectives

Level II: Exploration and Discovery Personal Wellness Category		
WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
Develop understanding and practices for personal wellness.	Students will be required to utilize career assessments to explore their career values, interests and skills to identify strengths and weaknesses in their career development.	Final quarter of the class
Practice sensitivity to diversity and inclusion.	Students will be required to demonstrate awareness of how diversity and inclusion affects their career identity development in their written assignments and oral presentations.	Throughout semester

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Objectives		Assessments of Course Objectives
Objective 1: Students will develop an understanding of the lifetime nature of career planning.	<p>Students will learn definitions of important career planning concepts, such as work, career, leisure, and career development.</p> <p>Understand the components of self-assessment and be able to discuss their own vocational values, interests, personality, and skills/abilities.</p> <p>Students will discuss and identify connections between personal life and work life.</p>	<ul style="list-style-type: none"> • Exams • Career Exploration Presentation and Paper • Career Interests Paper
Objective 2: Students will learn how standardized career assessments are used by psychologists to address career identity development.	<p>Students will learn about the Myers-Briggs Type Indicator personality inventory, the Strong Interest Inventory, the Self-Directed Search (SDS) and the Focus 2.</p> <p>Students will understand the components of self-assessment and be able to discuss their own vocational values, interests, personality, and skills/abilities.</p> <p>Students will reflect on their understanding of results on these inventories and integrate both outcomes and interpretations into a multifaceted self-assessment profile.</p>	<ul style="list-style-type: none"> • Exams • Career Exploration Presentation and Paper • Career Interests Paper
Objective 3: Students will gain an understanding of psychological theories of career development, and how such models have changed across historical periods and social structures.	<p>Students will describe the basic components of several theories of career choice and apply them to themselves and others.</p> <p>Students will discuss and identify how developmental stages proposed by Donald Super have changed across historical periods and social structures.</p>	<ul style="list-style-type: none"> • Exams • Career Exploration Presentation and Paper • Career Interests Paper

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	<p>Students will discuss and identify salient life roles during each stage of career development, and how life roles are influenced by contextual factors.</p> <p>Students will integrate their understanding of individual characteristics and the role of development in career planning.</p> <p>Students will learn key concepts associated with the Happenstance Model of Career Development.</p>	
<p>Objective 4: Students will obtain information about the Social Cognitive Career Theory (SCCT), which emphasizes how personal agency is connected with learning and skill development associated with external experiences.</p>	<p>Students will examine the role of personal and systemic aspects of diversity and inclusion/exclusion using SCCT.</p> <p>Students will apply SCCT to examine the career fields in which they are most interested.</p> <p>Students will analyze the complex network of social relationships that underlie the world of work.</p>	<ul style="list-style-type: none"> • Exams • Career Interests Paper
<p>Objective 5: Students will explore contemporary issues in the workforce and learn how to utilize their skills in the changing workforce.</p>	<p>Explore a career of interest to them using several career exploration techniques.</p> <p>Develop a professional action plan for the next 1-2 years, including the development of an “elevator pitch” and a networking plan.</p> <p>Understand what employers are looking for in a résumé, cover letter, and interview and how to present themselves in the most favorable light in these domains.</p> <p>Discuss several trends in the contemporary workforce that they are facing or will likely face in the future.</p>	<ul style="list-style-type: none"> • “Hot Topic” Presentation • Exams • Professional Career Development Portfolio • Career Interests Paper • Career Exploration Presentation and Paper

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Objective 6: Students will be able to address how their multicultural identities intersect with the sociocultural dimensions of work.	<p>Students will understand how contextual factors (e.g., race, ethnicity, culture, gender, socioeconomic status, and other issues) affect vocational identity development and career planning</p> <p>Students will examine how careers are understood, and career decisions are influenced by, historical, cultural, and ideological context factors.</p> <p>Students will discuss how demographic, economic, labor market, social, organizational, technological, and chance factors impact career planning.</p> <p>Students will understand that individual career choices can be limited to some extent by boundaries imposed by outside forces.</p>	<ul style="list-style-type: none"> • Exams • “Hot Topic” Presentation • Career Interests Paper • Career Exploration Presentation and Paper
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Required Text(s) and Readings

Reardon, R. C., Lenz, J., Peterson, G. W., & Sampson, J. (2017). *Career development and planning: A comprehensive approach (5th ed.)*. Pacific Grove, CA: Brooks/Cole.

Sharf, R. (2010). *Applying career development theory to counselling (5th ed)*. Belmont, CA: Brooks/Cole.

Various journal articles and multimedia as assigned on E-Learning.

Recommended Texts

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author. ISBN-13: 978-1433805615 [This resource is also available as an e-book via the WMU library catalog.]

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University and Department Policies

Academic Responsibility

Students are responsible for making themselves aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students www.wmich.edu/disabilityservices

Academic Accommodations for Persons with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services. Disability Services for Students is located at 2210 Wilbur Ave across from Rood Hall and behind Fetzer Center, and can be contacted via telephone at (269) 387-2116. More information can be found at <http://www.wmich.edu/disabilityservices>.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

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concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Western Michigan University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Sindecuse Health Center by visiting <http://www.wmich.edu/healthcenter/counseling> or calling (269) 387-1850. You can reach an on-call counselor when Sindecuse Health Center is closed using the following resources: Twenty-four emergency help is available through Gryphon Place at (269) 381-4357, the National Suicide Prevention Lifeline at (800)273-8255 or the Crisis Text Line by texting "START" to 741741.

Diversity

The Department of Counselor Education and Counseling Psychology maintains a strong and sustained commitment to the diverse and unique nature of all learners and service consumers. Thus, it is expected that all students participate in maintaining a diversity affirmative environment.

Assignments

The following assignments will assess the extent to which students are proficient in the course objectives:

1. Attendance and Participation

50 points

This course is an interactive learning experience that requires each student's active participation. These points are not automatically awarded and must be earned. Attendance points are awarded for being in class on time and staying for the duration of class each week. Active participation is required in every class to obtain all of the points in this category. The participation grade will be based on the instructor's judgment of student participation in the class discussion and application activities during each session.

It is important that each student be present every class session to maximize the educational benefits of taking this course. Participation in class discussions is a critical component of the learning experience; thus if you are unable to attend class, you are responsible for contacting the instructor in advance of the day you are unable to attend. Students who miss more than two classes without instructor approval will automatically lose all attendance and participation. Additional penalties may be assessed depending on the severity of class attendance record. If a student misses class, they are responsible for obtaining the information covered in that class period from their peers.

If it is determined that overall the class is not sufficiently prepared to discuss the readings and theory of the day, quizzes may be given. These quizzes will be based on the content of the readings for the day. If you have done the readings, you will likely do well on the quizzes. The grades for these quizzes will be credited toward participation grades.

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2. “Hot Topic” in the Contemporary Workforce Presentation 50 points

Students will work in teams to research and present a ‘hot topic’ in the contemporary workforce. The goal of these presentations is to raise awareness of issues in the current world of work. Students will be able to choose from a list of several topics, such as downsizing, work-family conflict/balance, career self-management, diversity in the workplace, and temporary employment. All presentations should include an examination of two social identity variables (e.g., race, gender, sexual orientation, social class or disability status, etc.). These group presentations should last 10 minutes. Teams will prepare a one page written summary in addition to the formal PowerPoint or Prezi presentation.

3. Exams (3 @ 100 points each) 300 points

These tests will be online and timed assessments of your knowledge. Multiple choice, short answer and essay questions will be included on the test. The exam will assess knowledge of the course readings as well as information covered in class lectures and discussions. Students will have 60-90 minutes to complete the exam depending on the number of test items included on the test. The test will be open for one week and students can complete the test at their convenience during this window. NO EXTENSIONS will be provided to students who do not complete the test within the specified testing window. If a student fails to take the test during the testing window, they will receive a zero for the assignment.

If students have any problems with E-Learning while taking the test, you will need to record a video that shows the problems you are having with the test. If instructor believes the issues with E-Learning negatively affected your performance on the online examination, you will be offered an alternative arrangement to complete your exam with no penalty. If students need accommodations, see the instructor prior to the testing date to make arrangements.

4. Career Exploration Presentation and Paper 100 points

Students will be required to explore a career field using multiple research techniques, including an informational interview with someone in the field they are pursuing. Students will submit a 5-page paper (12 point, Times New Roman, one inch margins, APA style, double spaced) detailing what they learned about the occupation and their reactions to the career exploration strategies they used.

Students will share the results of their career exploration projects in class. These presentations will be relatively informal small group talks. Your major responsibilities in the presentation will be to 1) communicate what you learned accurately and clearly and 2) to involve the class in discussion/evaluation of what you have learned. You will also prepare a short handout for the class to help the class follow your 8 minute presentation.

5. Professional Career Development Portfolio 100 points

The portfolio will contain multiple parts. First, students will develop and present their resumé for review. Students will create a current resume and submit it to E-Learning. Students will be

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assigned two of your classmates' resumes to critique. Critiques should be thorough and constructive. Students will provide feedback on the submitted resumes using the "Track Changes" and "New Comment" features of Microsoft Word. Once completed, students will submit the critiqued resumes along with the revised version of their resumé. The instructor will evaluate critiques for thoroughness and feasibility of recommendations.

The second component of the portfolio involves the creation of an elevator speech. The elevator speech should include: (a) a brief overview of your qualifications and interests, (b) what you hope to gain from the experience you are seeking and (c) how to get in contact with you via professional networking sites. Students will need to create professional profiles on LinkedIn and include a printout of their profile.

The final component of the portfolio should involve students developing a professional action plan for the next 1-2 years. This plan should involve a listing of potential internship sites where the students can gain practical experiences related to their major as well as a networking plan they can implement. Students should consider basic career planning questions such as:

- What do I want to do with my life?
- What careers interest me?
- What skills do I have?
- What skills do I need?
- What new skills would I like to acquire?
- How do I best prepare for my career?
- Which courses, and supplemental education, would be best for me?
- How do I get practical experience while in school?
- Should I take an internship? Should I study abroad? Where? When?
- How can I develop leadership and other skills?

Students will submit their portfolio at the end of semester although they can work on it throughout the semester.

6. Career Interests Inventory Analysis Paper

100 points

Students will assess their career interests by completing the Self-Directed Search (SDS) inventory, a well-validated assessment tool, and the Focus 2. The SDS is available on-line at <http://www.self-directed-search.com/>. It costs \$9.95 to take the inventory and once you have taken it, you will receive a detailed report of your interests (8-12 pages) based on Holland's theory of vocational interests. The Focus 2 is available online at <https://wmich.edu/career/focus>.

Students will then use this report to write a 6-8 page paper (12 point, Times New Roman, one inch margins, double spaced, Word document). Students should (a) address the highlights of the SDS and the Focus 2, (b) discuss whether the results are consistent with or contradict their previous views of their career path, (c) identify any new insights revealed by the SDS, (d) address how their values, interests, personality, and skills/abilities connect to these assessment

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results, and (d) discuss how their salient social identities can be integrated into their results, (e) integrate three career theories to contextualize their findings.

Evaluation Criteria

The grade for this course will be determined by calculating the total points possible in each category below:

Assignment Points Possible

Attendance and Participation	50 points
“Hot Topic” in the Workforce Presentation	50 points
Exams	300 points
Career Exploration Presentation and Paper	100 points
Professional Career Development Portfolio	100 points
Career Interests Inventory Analysis Paper	100 points
<hr/>	
700 points total	

Course grades will be determined using the following scale. Grades are calculated by dividing earned points by total points.

Grading

A	630 - 700 points
BA	602 - 629 points
B	560 - 601 points
CB	532 - 559 points
C	490 - 531 points
DC	462 - 489 points
D	420 - 461 points
E	419 points and below

Classroom Policies

Late-Work Policy

It is expected that students will turn in assignments when they are due. If you do not hand in an assignment when it is due, you will not earn full points on the assignment and points will be deducted for late submissions. If an assignment is turned in after the posted deadline, you will automatically lose one letter grade on the assignment. (For example, if you earn an A on the assignment after it is graded, you will receive the points associated with earning a B if the assignment is turned in late.) If the assignment is handed in later than the next class session, a student will not receive credit for that assignment unless he or she has made special arrangements with the instructor. University policy on course incompletes will be followed if a student is unable to complete all course assignments.

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Communication

If a situation arises that prevents you from completing your assignments, you are responsible for contacting the instructor immediately so that arrangements can be discussed with the instructor. Please note that an option for make-up work is not appropriate for some assignments. Students are expected to attend class and submit their work on time.

Technology Policy

Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an unexcused absence and may affect your grade (see attendance policy).

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Tentative Schedule of Course Assignments*

Date	Topic	Assignments Due
Week 1, Class 1	Overview of course; Review syllabus Introduction to career planning	Reardon, Lenz, Peterson & Sampson, Chapter 1
Week 1, Class 2	Introduction to career exploration; Lifetime nature of career planning; Career exploration tools	Assigned readings (E-Learning)
Week 2, Class 3	Social and historical dimensions of work	Assigned readings (E-Learning)
Week 2, Class 4	Vocational identity self-assessment: Values and personality	Reardon, Lenz, Peterson & Sampson, Chapter 2
Week 3, Class 5	Vocational identity self-assessment: Interests	Reardon, Lenz, Peterson & Sampson, Chapter 3
Week 3, Class 6	Vocational identity self-assessment: Skills/Abilities	Reardon, Lenz, Peterson & Sampson, Chapter 4-5
Week 4, Class 7	Career and Student Employment Services presentation Career exploration tools	Career Exploration Presentations Due (In-class)
Week 4, Class 8	External influences on career choice and planning (parents, labor market, etc.)	Reardon, Lenz, Peterson & Sampson, Chapter 6 Career Exploration Presentations and Paper Due

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Week 5, Class 9	Trait-and-factor approaches to career choice and planning (Holland, Work Adjustment Theory)	Sharf, Chapter 2, 5
Week 5, Class 10	Social cognitive and social learning models of career choice and planning	Sharf, Chapter 14
Week 6, Class 11	Developmental models of career choice and planning (Super, Gottfredson) <i>Exam 1 opens online</i>	Sharf, Chapter 9
Week 6, Class 12	WMU Signature presentation	Exam 1 Due
Week 7, Class 13	Multicultural theories of career development (Race/ethnicity) Multicultural career development issues (occupational segregation, workplace discrimination)	Assigned readings (E-Learning)
Week 7, Class 14	Multicultural theories of career development (Gender)	Reardon, Lenz, Peterson & Sampson, Chapter 10
Week 8, Class 15	Multicultural theories of career development (Social class)	Assigned readings (E-Learning)
Week 8, Class 16	Multicultural theories of career development (Ability status, Sexual orientation)	Assigned readings (E-Learning)
Week 9, Class 17	Career assessments; Benefits and limitations of career assessments <i>Exam 2 opens online</i>	Assigned readings (E-Learning)
Week 9, Class 18	Introduction to developing a professional plan	Reardon, Lenz, Peterson & Sampson, Chapter 11 Exam 2 Due

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Week 10, Class 19	Networking; Social media presence; Establishing your brand	Assigned readings (E-Learning)
Week 10, Class 20	Résumés & cover letters, peer editing of both in class	Résumés review-In-class activity
Week 11, Class 21	Discussion of graduate school options/preparation; General job search information	Assigned readings (E-Learning)
Week 11, Class 22	Interviewing	Assigned readings (E-Learning)
Week 12, Class 23	Negotiating during a job search <i>Exam 3 opens online</i>	Reardon, Lenz, Peterson & Sampson, Chapter 14
Week 12, Class 24	Work-life balance; Self-care plans	Assigned readings (E-Learning) Exam 3 Due
Week 13, Class 25	Current workforce trends; Current status and future trends of career development	Reardon, Lenz, Peterson & Sampson, Chapter 7
Week 13, Class 26	Class presentations: “Hot topics” in the contemporary workplace	“Hot Topics” Presentation Due
Week 14, Class 27	Class presentations: “Hot topics” in the contemporary workplace	“Hot Topics” Presentation Due
Week 14, Class 28	Course wrap-up	Career Interests Inventory Analysis Paper Due Course Evaluation Due

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Week 15	FINALS WEEK!	FINALS WEEK! Professional Career Development Portfolio Due
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***Course schedule is tentative and can be changed by instructor. Notice will be provided of any changes made.**

Department of Counselor Education and Counseling Psychology
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WMU Essential Studies Student Learning Outcomes Assessment

Level II: Exploration and Discovery

Personal Wellness

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
<input type="checkbox"/>	Develop understanding and practices for personal wellness	Students will be required to utilize career assessments to explore their career values, interests and skills to identify strengths and weaknesses in their career development.	Final quarter of the class
Choose One Student Learning Outcome From Below			
	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
<input type="checkbox"/>	Develop sensitivity to diversity and inclusion	Students will be required to demonstrate awareness of how diversity and inclusion affects their career identity development in their written assignments and oral presentations.	All written assignments throughout semester