

Rec. # 2013-09-03 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the new course proposal (UC 100), as passed by the May 2013 meeting of the UCC and dated April 4, 2013, to the Provost for endorsement.

Approved 9/25/2013

Proposal Date: April 4, 2013

**University College
Proposal to Create a New Course
(Action Item)**

Contact Person: Merrall Price, merrall.price@wku.edu, 745-4200.

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: UC 100.
- 1.2 Course title: College and Career Development Seminar
- 1.3 Abbreviated course title: College and Career Seminar
- 1.4 Credit hours: 1
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: N/A.
- 1.7 Course catalog listing: Investigation of academic and career choices and the relationship between the two. Open only to non-degree seeking students prior to high school graduation. Pass/fail grading.

2. Rationale:

- 2.1 Reason for developing the proposed course: Though the state of Kentucky requires that students graduate from high school as college and/or career ready, students are often not well guided in these areas. WKU has been offering college-level materials through the medium of dual enrollment classes for some time; this course has already been offered as a temporary course, beginning in fall 2012. Ninety-six students were enrolled in eight sections of that initial course, and additional high schools have inquired about future course offerings. In a post-course survey, 91% of responders indicated that the course has contributed to their knowledge of the subjects of career and college; 92% felt more sure of how to plan for college and/or their future career than before they took this course. The course is in alignment with WKU's Strategic Plan Objective 2:2, "increase student retention, persistence, and timely graduation," and reflects the university's mission statement's concern for "stewarding a high quality of life for those within its reach." This course meets the need of Kentucky high school students, and enhances our partnerships with area high schools, leading students toward making informed decisions about their future careers.
- 2.2 Projected enrollment in the proposed course: 12-15 each section, for a total of 90-

150.

- 2.3 Relationship of the proposed course to courses now offered by the department: No similar courses at the department level.
- 2.4 Relationship of the proposed course to courses offered in other departments: Courses offering college credit for life skills similar to those taught in UC 100 exist in many departments at WKU, with college credits ranging from one to three. Among these are CNS 100/COUN 100C: Educational and Life Planning, FIN 161/FINC 161C: Personal Finance, HCA 120: Health Literacy for Consumers, HON 105: Reading the World: Contemporary Cultural Literacy, LTCY 199: Analysis and Critical Reading, MIL 102: Developmental Skills, and PH 100: Personal Health. In addition, multiple versions of University Experience classes across the colleges offer credit for study skills, library skills, career exploration, and more. These life skill courses differ from UC 100 in that they are not typically offered to high school students: the exception is ACMS 175: Academic Seminar Experience, which is similar to University Experience but is offered to Gatton Academy students for college credit. UC 100 addresses a different demographic: it offers college credit for mastering college-level material to high school students across KY through the dual credit process. In addition, unlike many other dual credit courses, which are taught by high school teachers, this course is taught by WKU instructors and facilitators. No other department offers similar courses open to a similar demographic.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Several of our benchmark institutions offer college credit for career exploration courses. These include Eastern Kentucky University, which offers GCS 199: Career Counseling Seminar (1 credit), James Madison, which offers IS 202: Career and Life Planning (1 credit), Towson, which offers GENL 121: Personal Life and Career Planning (2 credits), and the University of Louisville, which offers both GEN 201, Career Decision Making and GEN 202, Occupational Exploration (1 credit each). Career-counseling outreach is increasing among institutions in Kentucky and beyond. Approaches include sending volunteers into area high schools (University of Louisville), websites with automated career quizzes (Appalachian State), and collaborations with profit-making institutions like Ed2Go (Bowling Green State and Middle Tennessee). While institutions using the dual credit system to deliver life skills are in the minority, there are several that do so. Lakeland College offers SFS 101, Strategies for Success (2 credits), the College of Southern Nevada offers ALS 101: Academic and Life Success (3 credits), and San Juan College offers LRNS 111: College Success Strategies (3 credits). Purdue University offers the closest match to UC 100, a dual credit career course specific to education: EDCI 20500: Exploring Teaching as a Career (3 credits).

3. Discussion of proposed course:

- 3.1 Course objectives: This course will lead students through a number of exercises designed to get them to think about themselves, their career goals, and how to get there. By the end of the course, students will be able to:
- a) assess their career interests
 - b) demonstrate increased insight into their aptitude for various careers

- c) determine their educational, technical and soft-skill literacy
 - d) develop an actionable multi-tiered plan.
- 3.2 Content outline:
- i) Future career possibilities
 - ii) Familial careers and histories
 - iii) Software options for interest, ability, and personality style inventories
 - iv) Career clusters and pathways
 - v) Strategies for success in occupational choice
 - vi) Designing an action plan
 - vii) Interview preparation
 - viii) Soft skills in theory and practice
- 3.3 Student expectations and requirements: This is a pass/fail course. Students will be assessed on the basis of exercises that include interviews, activities, assignments, essays, and multi-media presentations.
- 3.4 Tentative texts and course materials: No traditional textbook, as resources are largely online. Such resources might include selections from the following:

Brown, Duane. (2002). *Career choice and development*. San Francisco: Jossey-Bass.
 Kentucky Labor Market Information <http://www.workforcekentucky.ky.gov/> (wide variety of information and resources for careers in KY).

KY Occupational Outlook to 2018:

<http://library.sullivan.edu/spenlex/Resources/Publications/KY%20Occup%20Outlook%20to%202018.pdf> (projection of jobs in Kentucky through 2018)

<http://jobchoicesonline.com/>

[MyPlan.com](http://myplan.com)

Occupational Outlook Handbook <http://www.bls.gov/ooh/>

Peruniak, Geoffrey F. (2010). *A quality of life approach to career development*. Toronto: U of Toronto P.

Phifer, Paul. (2008). *College majors and careers : a resource guide for effective life planning*. New York: Checkmark.

Samide, Jeff L. Grafton Eliason, and John Patrick eds. (2008). *Career development in higher education*. Charlotte: Information Age Publishing.

4. Resources:

- 4.1 Library resources: Not required.
- 4.2 Computer resources: Instructional technology support will be provided via DELO.

5. Budget implications:

- 5.1 Proposed method of staffing: Course sections are run by facilitators, usually staff or graduate students, supervised by an instructor of record. These are budgeted through DELO.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

University College Undergraduate Curriculum Committee April 10, 2013

Undergraduate Curriculum Committee May 7, 2013

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form