University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD779 Cross-listing:** **HELEAD/PEPROF/HEALTHED/RECREATN/COACHING**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Career and Professional Development Strategies

**25-Character Abbreviation:** Prof Dev Strategies

**Sponsor(s):** Dr. Kristina Navarro

**Department(s):** C & I

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:** **MSE-PD (HELEAD; Athletic Administration)**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** C&I

**Instructor:** Dr. Kristina Navarro

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 16

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

The HELEAD program continues to experience increases in the number of students desiring graduate courses. In turn, additional 700 courses are needed to fulfill graduate student needs.

**Relationship to program assessment objectives:**

The table below shows relevant student learning outcomes from the MSE-PD assessment matrix and identifies each student learning outcome that is Introduced, Developed, and/or Applied in this course.

|  |  |
| --- | --- |
|  | **I-Introduced**  **D-Developed**  **A-Applied** |
| **VOICE** | |
| Present evidence that student can communicate effectively to achieve desired outcomes in the professional setting | **D, A** |
| **RESEARCH** | |
| Locate and critically read relevant professional research | **D, A** |
| Analyze research in the appropriate professional fields and apply it to practice | **D, A** |
| **PRACTICE** | |
| Evaluate own assumptions, perspectives and values related to professional practice | **A** |
| Create a plan for ongoing professional development | **A** |

**Budgetary impact:**

The Higher Education Leadership program continues to experience increases in the number of students desiring graduate courses in athletic administration. This is a new course that is already in existence and will be crosslisted. Graduate students in the MSE-PD forthcoming emphasis in Higher Education Athletic Administration emphasis are able to take this 700 level course to fulfill elective credit requirements.

**Course description:** (50 word limit)

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are Additional presentation/project requirements?)

**N**ot Applicable

2.  **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

Not Applicable

3.  **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Not Applicable

**Course objectives and tentative course syllabus:**

Upon completion of this course students will demonstrate an in-depth understanding of:

1. Career development theories that facilitate an enhanced understanding of career exploration, choice and preparation processes that occur throughout the lifespan.

2. The cultural and contextual factors that shape career development and professional advancement individually and for employees within an organization.

3. How to effectively develop a personal brand.

4. How to develop a professional network for career advancement.

5. Methods to deliver continuing education and professional development for employees within an organization.

**University of Wisconsin-Whitewater**

**College of Education and Professional Studies**

**Career and Professional Development Strategies**

**Instructor:** Dr. Kristina M. Navarro

**Contact Info:** [navarrok@uww.edu](mailto:navarrok@uww.edu)

**Office Hours:** Monday 2-4pm, Wednesday 12-1pm, 2-4pm

**Course Description:**

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization.

**Prerequisite:** Graduate status and instructor approval

**Learning Outcomes and Course Objectives:**

Upon completion of this course students will demonstrate an in-depth understanding of:

1. Career development theories that facilitate an enhanced understanding of career exploration, choice and preparation processes that occur throughout the lifespan.

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3. How to effectively develop a personal brand.

4. How to develop a professional network for career advancement.

5. Methods to deliver continuing education and professional development for employees within an organization.

**Required Readings:**

Elsdon, R. (2010). Building Workforce Strength: Creating Value through Workforce and Career Development. National Career Development Association.

Niles, S. G., & Harris-Bowlsbey, J. (2012). *Career development interventions in the 21st century (4th ed.).* Upper Saddle River, NJ: Pearson.

**Recommended Textbooks**

American Psychological Association. (2009). *Publication manual of the American* *Psychological association* (6thed.). Washington, DC: Author.

**Dynamics of Class:**

The pace of the course will be rapid, but students are expected to read and study all assigned readings before the specified class period, noting questions, and issues to discuss in class. Course content will be covered with a variety of differentiated instruction methods: lectures, guest lectures, discussions, critiques, group work, simulations, and student presentations. Students should ask the instructor immediately if they have questions at any time on assignments or expectations.

**Accommodations:**

Students with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be maintained.

**The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Procedures” (UWS Chapter 17)**

**General Course Requirements:**

Successful completion of in-class assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the class, there will be penalties associated with late papers and incomplete work (except in reference to emergencies, professional development, or prior approved situations). Work submitted later than one week will not be accepted.

All assignments should be double-spaced and written in paragraph format with a 12-point font. When designated by instructor, formal written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 6th edition. If you are not familiar with the APA citation and referencing standards, please review the manual.

**Course Grade Policy**

**Total Points Possible: 400**

**Letter Grade Percentage**

**A 94-100**

**A- 90-93**

**B+ 87-89**

**B 83-86**

**B- 80-82**

**C+ 77-79**

**C 73-76**

**C- 70-72**

**D+ 67-69**

**D 63-66**

**D- 60-62**

**F 59 and below**

**Graded Activities and Assignments:**

**1) Class Participation (100 points)**

Class participation is essential for successful completion of the course.Students are expected to demonstrate during classroom and online discussion and in completing assignments that they have read the materials and are familiar with the course content. It is expected you stay on track with the assigned readings, modules and activities.

**Please note:**

\*\*Late work will not be accepted unless there is an emergency situation.

\*\* Professional development and emergency situations must be communicated to the instructor and supported with documentation as soon as possible in order for them to warrant additional time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **Demonstrates Advanced Proficiency** | **Demonstrates Proficiency** | **Demonstrates Basic Proficiency** | **Undocumented Demonstration of Competence** |
| **Class Preparation** | Displays an understanding of the specific topic or under discussion in a group and/or small group setting. Has clearly prepared by completing assigned reading. | Displays some understanding of the specific topic or under discussion. Responses are vague and show little preparation for class. | Displays little understanding of the specific topic under discussion. Minimal participation in the class small group discussions. . | Displays no understanding of the specific topic under discussion. Does not participate in the class small group discussions. |
| **In-Class Participation** | Proactively participates in class environment. Discussions are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives. | Participates in the class environment. Dialogue with class colleagues is respectful of others' ideas, opinions and feelings. | Minimally participates in the class environment. Dialogue with class colleagues does not present ideas that are respectful. | Does not comply with established group best practices for learning. Does not adhere to the ground rules of respect, confidentiality, and professionalism. |
| **Attendance** | Has attended all class sessions with 0 unexcused/ excused absences.  Has made up any work for pre-arranged, excused absences | Has attended the majority of classes, but has one unexcused absence or excused absence which has not been made up. | Has missed 1-2 class sessions.  Has 1-2 absences without supporting documentation  Has not completed any makeup or extra credit work. | Has missed more than 2 class sessions.  Has more than 2absences without supporting documentation  Has not completed any makeup or extra credit work. |
| **TOTAL POINTS \_\_\_\_\_\_\_\_\_\_** | | | |  |

**2) Continuing Education, Personal Branding and Networking Activities (100 points)**

* Students will develop a personal brand via social media elements including mediums to include: LinkedIN, Twitter, Facebook
  + Activity 1 Development a Personal Brand = 25 points
* Students will apply and understand how to effectively engage with professional organization within their field of interest
  + Activity 2 Identifying Professional Development Outlets = 25 points
* Students will apply and understand how to effectively motivate and develop professional within their organizations. This will include research of appropriate avenues for continuing education in one’s field.
  + Activity 3 Identifying Continuing Education Outlets = 50 points

**3) Career Trajectory and Professional Development Plan (200 points)**

Prepare and present an essay on your career aspirations and professional development plan (how you plan to progress toward this aspired position). In this essay, include the experiences that led you to seek an advanced degree in higher education and your short and long-range career goals.

Prior to preparing this essay, review job descriptions of positions you find of interest in *The Chronicle of Higher Education*, *Jobs in Higher Ed*, and/or *NCAA Job Seeker* that highlight the required and preferred job qualifications for your future job. Use the job qualifications to help formulate your career trajectory.

**Requirements:** \*\*Please note that APA-style is expected for basic formatting (cover page, font, margins, spacing, headings, citations, and references), but that a more narrative, first-person voice is acceptable and actually, preferable. Hand in as one word document.

**I. Introduction**

This should include any relevant background information that has shaped your career exploration, choice and preparation process (i.e., childhood experiences, educational experiences, family experiences, demographical information).

**II. Career Trajectory Narrative**

Trace the evolution of your career interests beginning with your earliest recollection of *what you wanted to be when you grew up*. Describe in detail your evolving interests, including when and why and what may have influenced your interests.

**III. Analysis of Career Development**

Begin by choosing one of the career theories that were covered in class and apply this theory to your own career development. Briefly describe the relevant constructs and tenets of this theory and then use them to conceptualize your development. Draw on results from career assessments you have taken as well as any other relevant issues/topics/ research that were have covered in class to make sense of the career trajectory that you have traced, including your current focus/career goal(s).

**IV. Assessment**

Identify the next steps you will need to take personally and professionally to work toward your career goals in the short and long term. You may again draw on position postings you have collected, highlighting preferred and required qualifications for specific positions.

**V. References**

**Weekly Course Content:**

**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

|  |  |
| --- | --- |
|  | |
| **Week #** | **Topic/Assignments** | | **Readings** |
| 1 | **Welcome & Course Overview** | | **Required Readings**:  Elsdon Introduction |
| 2 | **Assessing Professional Strengths and Weaknesses for Yourself and Subordinates** | | **Required Readings:**  Niles and Bowlsbey Chapter 1  **Complete:**  DISC Assessment  Work Values Assessment |
| 3 | **Personal Branding** | | **Required Readings:**  Elsdon Chpt. 1-2 |
| 4 | **Developing a Personal Brand: Social Media** | | **Readings:**  Elsdon Chpt. 3-4  **Due: Activity 1 Development a Personal Brand** |
| 5 | **Professional Networking** | | **Required Readings:**  Elsdon Chpt. 5-6 |
| 6 | **Developing a Professional Network** | | **Required Readings:**  Eldson Chpt. 7-8  **Due: Activity 2 Identifying Professional Development Outlets** |
| 7 | **Workforce Development: Developing Employees** | | **Required Readings:**  Eldson Chpt. 9-10 |
| 8 | **Workforce Development: Continuing Education** | | **Required Readings:**  Eldson Chpt. 11-12  **Due: Activity 3 Identifying Continuing Education Outlets** |
| 9 | **Professional Development in the 21st Century: Implications of Technology** | | **Required Readings:**  Eldson Chpt. 13 |
| 10 | **Career Development in Health, Human Performance, Physical Education, Recreation and Coaching Fields** | | **Required Readings:**  Class Handouts |
| 11 | **Foundational Career Development Theories** | | **Required Readings:**  Niles and Bowlsbey Chapter 2 p.81-92  Career Choice Chpt. |
| 12 | **Modern Career Development Theories** | | **Required Reading:**  Niles and Bowlsbey Chapter 3 p. 94-123 |
| 13 | **Career Decision Making in the 21st Century** | | **Required Readings:**  Niles and Bowlsbey Chapter 4 |
| 14 | **Career Development in Higher Education Settings** | | **Required Readings:**  Niles and Bowlsbey Chapter 12 |
| 15 | **Professional Development Plan Presentations** | | **Due: Final Professional Development** |
| 16 | **Professional Development Plan Presentations** | | **Due: Final Professional Development** |

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

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**Additional Readings:**

Arruda, W., & Dixson, K. (2010). *Career distinction: stand out by building your brand*. John Wiley & Sons.

Betz, N. E. (1992). Career assessment: A review of critical issues.

Betz, N. E., & Luzzo, D. A. (1996). Career assessment and the career decision-making self-efficacy scale. *Journal of Career Assessment*, *4*(4), 413-428.

Dainard, M. (1990). *How to market yourself*. Sommerville MA: Union Square Press.

Hargreaves, A., & Dawe, R. (1990). Paths of professional development: Contrived collegiality, collaborative culture, and the case of peer coaching. *Teaching and teacher education*, *6*(3), 227-241.

Lowe, D. (2004). *Networking all-in-one desk reference for dummies*. John Wiley & Sons.

Montoya, P., & Vandehey, T. (2002). *The personal branding phenomenon: realize greater influence, explosive income growth and rapid career advancement by applying the branding techniques of Michael, Martha & Oprah*. Peter Montoya.

Montoya, P., & Vandehey, T. (2002). *The brand called you*. Nightingale Conant.

**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

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**V. References**

**Weekly Course Content:**

**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

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