

## Career Development Curriculum Ideas

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If you'd like assistance with any of the ideas below or brainstorming ideas specific to your goals, please reach out to your liaison. Liaisons are listed at the bottom of this document.

### For Classes and Student Groups

- Utilize our [Grab and Go Career Modules](#) to teach career topics such as resumes, interviewing, and career exploration.
  - Career Module lesson plans include multiple assignment and activity ideas. If you are looking for ideas on a specific topic, such as resume writing, job searching, or preparing for the career fair, please see those lesson plans.
- Incorporate [Center for Career and Professional Development](#) (CCPD) or [DegreePlus](#) events as class assignments, extra credit, or paid professional development for student workers.
- Require students to meet with a Peer Mentor in the [Career Studio](#) (Mon-Fri noon-4pm in the CCPD/Reid 150). Students can come by to work on resumes, cover letters, job/internship searches and applications, personal statements, interview preparation, and more.
- [Bring in a CCPD staff member](#) for a guest presentation. We tailor our presentations for each audience and would be happy to develop something for your students.
- Work with the CCPD to have employers speak with your students.
- Assign sections of our [Career Guide](#), which includes information on resumes, cover letters, correspondence, networking, job and internship searching, interviewing, LinkedIn, graduate school, and more. As an editable PDF, students can complete the activities and worksheets throughout the book.
- Encourage career exploration by having students use [Focus2](#) to identify majors and careers of interest. They can learn about careers by major, receive a list of suggested careers based on their assessments, and more. When creating an account for the first time, students need the access code: Catamount.
- Incorporate interviewing preparation into your classroom using [Big Interview](#). You could have students complete the educational curriculum and/or practice interviews. There are interviews pre-created, and faculty can create custom interviewing assignments for review (we have how-to guides available).
- Create a networking component in intro or career courses encouraging students to complete informational interviews with professionals in their fields of interest. Students can write reflections or develop presentations on what they learn. You might have them present as their future selves as professionals working in their fields of interest.
- Include a volunteer or shadowing component to your class or student group to foster experiential learning that can help students explore areas of interest, learn firsthand about careers and industries, and build their resumes for future opportunities.
- Provide opportunities to submit work in the style of your industry early in their college careers. Instead of submitting traditional papers, students might format their work as a lab report, memo, poster, policy briefs, social media post, case note, presentation (in-person or recorded), project update, etc.
- Invite upper-class students into your intro courses to present their internships, research, study abroad, DegreePlus completion, and more.
- Talk occasionally in class about the importance of internships and early career exploration and preparation. If you feel comfortable, share some of your own stories.

- Help students connect the skills they learn through your class, student organization, or job by having them find postings for future employment and identifying the relevant skills.

### For Departments and Colleges

- Reach out to your liaison to request special workshops, panels, or events for your department or college.
- Integrate career development topics and activities into your scaffolded curriculum to help students learn more about your industry and specific career paths, network with professionals, gain hands-on experience and prepare them to recognize and communicate their skills and expertise.
- Infuse skill reflection and identification into each class through faculty-led discussions. Embed a practice of naming how skills developed in the course prepare students for success in future careers. An excellent resource for this is the National Association of Colleges and Employers (NACE) [Career Competencies](#).
- Develop interdisciplinary, team-based, problem-solving competitions that provide students with the opportunity to work together to develop innovative ideas and solutions. These are great opportunities for students to recognize the specific skill sets they bring to the team from their academic discipline.
- Require [DegreePlus](#) Level 3 completion for your majors. You might specify a skill set (Cultural Responsiveness, Professionalism, Leadership, Teamwork) or let them choose. Students can potentially use capstone, research, and research requirements as their Level 3.
- Incorporate [Major Maps](#) and their Four-Year Plan into Advising Day meetings and ongoing faculty advising.
- Ensure each student completes *at least* one in-depth experiential learning experience before graduation.
- Encourage student engagement in professional conferences, student chapters of professional associations, and presentation opportunities to help build their network and bridge their self-view from student to young professional.
- Support student completion of the First-Destination Survey, our tool to ascertain graduation outcomes, by having faculty promote the survey to seniors.

### Liaisons

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