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Career Development in Curriculum: COLA 100E

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Career Development in Curriculum: COLA 100E

UNLV Best Teaching Practices Expo 2019

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Academic Success Center

The practice and the need it addresses

Professionals in the Classroom

“Growing public concern about the return on investment (ROI) associated with higher education has created pressure for both public and private institutions to assume greater responsibility for students’ post-graduation outcomes.” (Koproske, 2017)

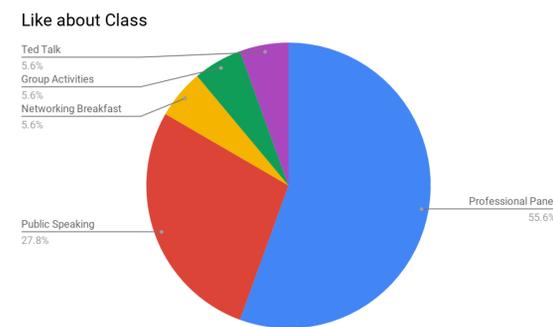
Engagement with Professionals, from the local community, in the classroom allows for students to learn about a variety of career paths and gain career advice. This practice also provides the institution a tangible way of preparing students for their graduation plans and allows for mentorship to develop naturally among the students and professionals.

Based on the common reader for COLA 100E, *Callings* by Dave Isay, 2-3 professionals were brought in to serve on professional panels where students would ask a variety of questions pertaining to their field. A total of 5 panels were brought in throughout the semester. Examples of questions asked were: What’s your salary range? What is the hardest part of your career? Best part of your career? What’s your work/life balance look like? Students were to complete a thank you email to the professional of their choice as an assignment for the course.

Evidence this practice benefits UNLV Students

Student & Community Professional Feedback

Students were surveyed, mid-semester, and asked specifically about their likes and dislikes of the course thus far (students were not given prompted responses). When surveyed 55.6% of students stated they liked the “Professional Panels”



Community Professionals also greatly enjoyed the experience.

Dee Williams from Infinity Hospice stated “It was such a pleasure and honor to be with you and your students in a time of sharing on Thursday morning. The time spent was so precious and I can assure you it will be forever in my thoughts.”

John Barry from Kevin Barry Fine Art Associates “Hopefully some things resonated with some of them and it will be beneficial in their respective career paths.”

Resources and where to find them

Research & Resources

“The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness.” (NACE, 2018)

First Year Field Exposure (Koproske, 2017) is one of the ways to integrate academic and career development.

Collaborating with Career Services allows for Faculty to be able to focus on teaching, while Career Services professionals can help identify Community Professionals to come into the classroom.

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

NACE (2018). *Career Readiness Defined*. Retrieved from <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

How other UNLV teachers might adopt this practice

Curriculum

Collaborate with UNLV Career Service to help identify Community Professionals (or alumni) to serve on a Professional Panel within your course curriculum.

Survey students within your course about fields they’re interested in pursuing after graduation.

Provide a course assignment where students provide questions they want to ask the panel.

Provide a course assignment where students write a thank you email to the panelist to develop a natural mentorship activity.

Contact Information

For additional information or assistance please feel free to contact me at Jenna.Heath@unlv.edu

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