

## The Student Perspective: Career and Personal Goals

Task force discussions have focused on strategies to help CASL students attain career or professional goals. *Specifically, the task force envisioned that students could create a dynamic map or plan for their time in CASL which would include PBL courses and some combination of internship, research, global learning, and other forms of co-curricular engagement.* [Major Maps](#) have been developed and would serve as a starting point for many students; however, student long term plans might encompass both personal and professional goals and need not be tied to a specific program or major. Second year students and transfer students might develop several potential paths in CASL (e.g., choose two different academic majors, mapping paths for each, including PBL courses and co-curricular activities; or choose a major and develop several career branches for that major) to help them prepare for what comes next. Developing multiple plans or branching plans might help students to understand that there is flexibility to their paths; that these need not be set in stone; that college and learning is a process as much as a destination; and that CASL courses combine with co-curricular activities to add depth and richness to their education.

This approach could be delivered as modules attached to PBL [Level 2 and Level 3 courses](#). Within PBL Level 2 courses students could complete a module in which they create a plan for career, professional, or personal growth. In PBL Level 3 courses, students could complete a module that focuses on the professional competencies they have developed through PBL coursework and that teaches them how to describe their PBL experiences in resumes and in job interviews. This approach emphasizes student professional growth through competencies developed from PBL coursework and through participation in the many opportunities available within CASL and across campus.

Note: If this approach is adopted by CASL, then discussion is needed with CASL faculty regarding how this career approach might be delivered to students (e.g., incorporate this into PBL Level 2 and Level 3 courses? Or through individualized student advising/mentoring? Or within CASL disciplines and programs?). Although this approach has the potential to integrate curricular and co-curricular activities, enhance student engagement, and emphasize careers and career development, it does little to address interdisciplinary learning, and forming connections across disciplines, departments, and units.

Please [provide feedback](#) to the task force.