



FLORIDA STATE UNIVERSITY
Educational Psychology & Learning Systems, College of Education

*Instruction that moves, leadership that inspires, scholarship
that makes a difference for the 21st century.*

Student Syllabus, Spring 2024

A. Course Prefix, Number, Title & Credits

SDS 3340 Introduction to Career Development (1-3, variable credit)
Monday and Wednesday (In-Person)

B. Prerequisites or Co-requisites

Enrollment is open to any student in the University. A sincere interest in engaging in a broad range of educational and career development activities, including research about the changing nature of work, should be the primary factor considered in deciding to enroll in the course.

C. Objectives/Description SDS 3340: Introduction to Career Development

The two purposes of this syllabus are (1) to orient students to the learner outcome goals of the course and the related instructional strategies, and (2) to inform faculty, students, and other professionals about the history of this course.

Introduction to Career Development is a systematically designed course based on the cognitive information processing (CIP) theory for career problem solving and decision making developed at FSU, incorporating modularized multi-media instructional materials. The course is designed to inform students about career planning and management interventions and to accommodate students at different levels of decidedness about their career aspirations. Lectures, small group activities, electronic media, computer-based career guidance systems, outside projects, and readings constitute a sample of the techniques used to deliver instruction in the course. In addition, one-to-one consultations with course instructors and personnel in the Career Center are encouraged.

SDS 3340 Introduction to Career Development is a joint venture of several FSU units, including the Department of Educational Psychology & Learning Systems (Psychological & Counseling Services program), the Career Center, and the Division of Undergraduate Studies. The Career Center Library and other Career Center resources are fully integrated into the course, and the Career Center offers access to resource materials which contain information on various aspects of occupational choice, e.g., families of occupations, job outlook information, decision-making models. Students completing the course will directly experience more than 50 career interventions.

Why Is The Course Needed?

Career planning and management is a relatively recent social invention. For hundreds of generations, from the time of cave dwellers to the early years of industrial society, there was very little freedom of choice in occupational selection. Sons of farmers became farmers, sons of miners became miners, sons of factory workers became factory workers, and the daughters of all three became housewives and mothers. But in the last 100 years society has undergone drastic changes. Contemporary Americans have thousands of different occupations from which to choose. In just a little over a century we have gone from a no choice or limited choice situation to a point where the sheer multitude of possibilities often makes the process of choosing an occupation very frustrating, time consuming, and haphazard.

Individuals will likely go through the career decision making and problem-solving process many times over their lives. This course is designed to increase the likelihood that individuals will successfully navigate the challenges they face when making career choices in a complex, global economy.

Introduction to Career Development is designed to meet the professional training needs of students majoring in education, human resource management, human services, and related fields. It is also offered as a service course for individuals wishing to develop personal skills in career planning and management.

Career management and planning involves more than just helping persons choose or enter an occupation. It also includes self-assessment of interests, values, and skills, understanding the steps in career decision making, and learning the necessary employability skills to obtain and keep a job once a choice has been made. The basic mission of this course is to provide an opportunity for students to learn about and develop the necessary skills to assist other persons or themselves in all areas of life/career planning. This purpose may be broken down into the following student learning outcomes for the course.

As a result of completing the SDS 3340 class, students will achieve the following learning outcomes:

1. learn the importance of being purposefully responsible and active in the life/career planning process;
2. understand how personal characteristics, e.g., interests, values, and skills, influence career development;
3. become aware of the changing global economy and labor market and how it impacts individual and family career systems;
4. be able to identify appropriate academic major, occupational, and/or employment alternatives in relation to personal characteristics;
5. increase knowledge about and use a variety of information resources to explore academic major, occupational, and/or employment options;
6. understand career development theories and use decision-making skills for life/career planning and management;
7. learn about and use job search strategies and related employment-seeking skills;
8. understand how to formulate action plans and strategies for implementing life/career goals.

D. Required Texts, Readings, and/or other Resources

Career Development and Planning: A Comprehensive Approach (7th ed.), by Drs. Robert Reardon, Janet Lenz, Gary Peterson, and James Sampson is the textbook for SDS 3340. Kendall-Hunt publishes it. Copies are available through the Florida State and Bill's Bookstores or the link available on Canvas (<https://he.kendallhunt.com/product/career-development-and-planning-comprehensive-approach>). The text is used extensively in the class and all students enrolled in the class need to have their **own** copy and bring it to all class meetings. **Most assignment instructions are available only in the textbook.** Most occupational information and reference materials used in the course are available in the Career Center Library, other educational or public libraries, and online.

E. Topical Course Outline—see attached at end

F. Teaching Strategies

The course is team-taught by several instructors with professional interests and expertise in career development. A variety of guest speakers will also meet with the class. One team member serves as the instructor-of-record ("lead instructor"); one instructor is identified as a primary contact person for each student enrolled. Lead instructors will post their office hours and other instructor office hours will be by appointment.

Netiquette Statement

This SDS 3340 section is offered as a hybrid class which means that some classes are in person in DSC 2208, and some classes are offered via Zoom (the schedule is clearly labeled in the course outline at the end of the syllabus). Considering online classes will take place in a variety of settings, it is important to have a reference point for successful participation in an online environment. Please check with your instructor and/or small group leader regarding any questions. Students are expected to log into Zoom during class and attendance will be tracked.

Zoom classes will be recorded and posted to assist with studying for quizzes and working on assignments. Zoom classes will be recorded and posted to assist with studying for quizzes and working on assignments. Here are some helpful Zoom guidelines:

- Turn on your video (communicate to the instructors if you have technical difficulties)
- Minimize noises by keeping yourself muted (unless speaking)
- Include your name in your Zoom profile
- Maintain a background that is distraction free or utilize a distraction-free virtual background (if desired)
- Add a professional photo to your Zoom profile
- Unmute yourself to communicate with instructors and peers (or use the chat feature)
- Raise your hand in Zoom if you have a question Performance Contract

During the first week of class all students enrolled will complete a performance contract in consultation with a course instructor. Credits of 1 to 3 hours covering units I, II, and/or III may be elected, depending on student interests and instructor consent. A summary of the academic year performance contract is included in this syllabus (the summer course offering differs slightly).

Performance Contract

During the first week of class all students enrolled will complete a performance contract in consultation with a course instructor. Credits of 1 to 3 hours covering units I, II, and/or III may be elected, depending on student interests and instructor consent. A summary of the academic year performance contract is included in this syllabus (the summer course offering differs slightly).

G. Field/Clinical Activities N/A

H. Expectations/Attendance

SDS 3340 are expected to attend each Zoom class with their video on, arrive on time, share their views about life/career issues, and participate in class discussions and online discussion boards. Students are also expected to respect persons with views that are different from their own and to be courteous in class discussions. This includes attentive listening and not interrupting other speakers. **Students are expected to avoid engaging in behavior that is disruptive to fellow students, instructors, or guest presenters, i.e., turn-off other electronic devices and avoid disruptive behavior.** Be aware that your camera is on, and be courteous to mute yourself when you are not talking.

University Attendance Policy

“Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

Title IX

As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: www.titleix.fsu.edu or call the Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.**

The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU

student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 ([FSUPD](#)) Ask to speak to the on-call advocate.

Sexual Harassment Policy

“Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.”

Course Expectations

I. Grading/Evaluation Criteria

Grades in this course reflect student accomplishments and contributions, without regard to the performance of other students. A letter grade is assigned based on the accumulated points for the unit(s) that students complete. The plus/minus grading option is used in the class. It should be noted that Incompletes are given in only the most exceptional cases, and rules governing "I's" are found in the *FSU Bulletin* (<http://registrar.fsu.edu/bulletin/undergrad/>). (Rules for dropping courses are also quite explicit and should be followed for this course.) Papers turned in late are accepted with reservations, and the points awarded will be reduced by **5% per class meeting** after the due date. However, the last day of class is a final submission deadline at 5 pm with **no assignments accepted after 5 pm on the final day of class**. Test make-up dates will be considered only if arrangements are made with the instructor **before** the scheduled examination and a valid, written excuse is provided. All due-dates for course projects are identified in the **Schedule of Activities and Assignments**. Procedures for assigning letter grades are described in the **Performance Contract Summary**.

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

J. Academic Honor Policy

“The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.”

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

It is expected that all coursework is original coursework, and that no portion of an assignment is submitted for another class without prior instructor permission.

In an effort to uphold our academic honor policy, FSU has a site license with a service called Turnitin.com, which allows students to upload assignments, which are scanned to see if material has been copied by another source. By enrolling in SDS 3340, students who are 18 years of age (or older) agree to submit the following assignments: (1) Autobiography, (2) Career Field Analysis Paper, and (3) Strategic Academic Career Plan/Project Paper to Turnitin.com for review. If you are under 18 years of age, please speak with your instructor about an alternate plagiarism detection method. These papers will become source documents in the Turnitin.com database and used solely for the purpose of detecting plagiarism in papers submitted in the future. Resources for avoiding plagiarism can be found at <http://guides.lib.fsu.edu/plagiarism>. Canvas Turnitin Overview with [submission instructions](https://support.campus.fsu.edu/kb/article/1033-canvas-turnitin-overview) are available at <https://support.campus.fsu.edu/kb/article/1033-canvas-turnitin-overview>

K. ADA Requirements

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided, so **we encourage students to provide documentation within the first two weeks of class**. This syllabus and other class materials are available in alternative format upon request.

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Office of Accessibility Services; and
- (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and,
- (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

L. Syllabus Change Policy

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”

M. Confidential Campus Resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100

(850) 644-7161

Available 24/7/365 Office

Hours: M-F 8-5

<https://dsst.fsu.edu/vap>

Counseling and Psychological Services

Askew Student Life Center, 2nd floor

942 Learning Way

(850) 644-8255

<https://counseling.fsu.edu/>

University Health Services Health and Wellness Center

960 Learning Way

(850) 644-6230

<https://uhs.fsu.edu/>

N. Bibliography

Reardon, R. C., Lenz, J. G., Peterson, G. W., & Sampson, J. P., Jr. (2022). *Career development and planning: A comprehensive approach* (7th ed.). Dubuque, IA: Kendall Hunt.

FSU Civility Statement

The Florida State University is a diverse community with a longstanding tradition of respect for the dignity and worthy of each person. We recognize the importance of disagreement and informed debate for a dynamic learning environment, we also expect each member of our community to embrace the values of civility and ethical conduct and share in the responsibility to promote these values. Uphold the Garnet and Gold by demonstrating respect for ourselves and others, taking responsibility for yourself and those around you, and reflecting the values of Florida State.

History of Course

This course evolved through a number of revisions from BSA 415--Career Planning and Occupational Choice. The original course was conceived in 1966 by Dr. John Lee as a result of a speaking engagement at a Society for the Advancement of Management meeting at Arizona State University. This experience, coupled with his previous experiences as a college recruiter for industry, led Dr. Lee to begin working with Dr. William Anthony in 1969 to develop a series of career seminars for students which developed into BSA 415. Dr. Anthony's background in vocational education and workforce planning added a very important perspective to the course.

During the summer of 1972, Drs. Lee and Anthony were recipients of an FSU Council for Instruction grant to revise BSA 415. In conducting the revision they consulted extensively with Dr. Robert Reardon of the University Counseling Center, Dr. Robert Stakenas of the Division of Instructional Research and Service, and Mr. Robert Shoemaker who directed the Career Planning and Placement Center. Lee and Anthony (1974) described this work in the *Journal of College Placement*.

During the Fall Quarter, 1973, in order to further accentuate the interdisciplinary nature of the course, discussions were held with the Vice President for Student Affairs regarding that division assuming the primary responsibility for offering the course. The Vice President enthusiastically responded and an agreement was reached whereby the director of the Career Planning and Placement Center would assume the prime responsibility for the course beginning in Spring Quarter, 1974, with continuing support provided by the School of Business.

Early in the summer of 1974, a further revision of the course was proposed by Mr. Robert Shoemaker and Dr. Robert Reardon in consultation with Dr. John Furman and Ms. Cathy Bennett. Reardon, Furman, and Bennett were all associated with the newly created Academic and Career Advising Services program in the University and agreed to assume a primary role in this revision and subsequent offerings of the course. In this revision, heavy emphasis was placed on a careful instructional design of the course incorporating the multi-media career development resources available through the new Curricular-Career Information Service developed and supervised by Dr. Reardon. Dr. John Furman, a specialist in instructional design, worked with Ms. Cathy Bennett, a student in Counselor Education, for approximately three months to develop the revised course which was offered for the first time in the Winter Quarter 1975. The course, cross-listed through Counseling and Human Systems in the College of Education was offered as BSA 319/PCB 319: Career Planning.

Further revision of the course was undertaken during the summer of 1975 based on data obtained during the winter and spring offerings of the course. The course was extensively revised in August 1977 and August 1980. An article (Reardon & Regan, 1981) based on SIRS evaluations reported very positive student evaluations of the course, especially the course organization and the level of student-instructor interaction.

Another revision of the course was undertaken in late 1984 and continued through 1986. The purpose was to enrich class activities and broaden the conceptual base of the course with regard to individual, career, and family systems. At the invitation of Catalyst, the national not-for-profit organization that works with corporations, institutions, and individuals to develop career and family options, Ms. Dumont Gerken and Dr. Reardon incorporated materials from the Catalyst Campus Resource into MAN 3935 Career Planning (Gerken, Reardon, & Bash, 1988).

In 1987, the course was expanded to seven sections offered through the Colleges of Business, Education, Social Science, and Arts and Sciences. The Department of Human Services and Studies was the academic home for the course, and offered two sections primarily for Rehabilitation Services and undecided majors. One section (management) was available to any major, three sections were primarily for political science, social science, and economic majors, and one section was for arts and sciences students. Because the course was supported by the College of Education and required in the Rehabilitative Services undergraduate major, the course prefix, number, and title were changed for Fall 1989 to EGC 3000 Introduction to Career Development. In the Fall of 1993, the course prefix and number were changed to SDS 3340 to comply with Florida university system common course numbering requirements.

The most recent revision of the course, begun in 1993 and completed in 1999, involved the development of the first (2000) edition of the text, followed by the second (2006), third (2009), and fourth (2012), fifth (2017), sixth (2019), and seventh (2022) editions. This work featured the application of CIP theory in career problem solving and decision making and was developed by a team of researchers at FSU. Articles (Reardon & Wright, 1999; Reed, Reardon, Lenz, & Leierer, 2001) highlighting this approach were published, and a five-year follow-up of the course impact was reported by Folsom, Reardon, Peterson, & Mann (2005). Other publications related to the course are shown below.

References

- Bertoch, S.C., Lenz, J. G., Reardon, R. C., & Peterson, G. W. (2014). Goal instability in relation to career thoughts, decision state, and performance in a career course. *Journal of Career Development, 41*(2), 104–121.
<https://doi.org/10.1177/0894845313482521>
- Dozier, V. C., Morgan, M., Burbrink, I., & Peace, C. (2022). Standardized career course curriculum: Effects on negative career thoughts and metacognitive knowledge. *The Career Development Quarterly, 70*(4), 314–326.
<https://doi.org/10.1002/cdq.12305>
- Folsom, B., Peterson, G., Reardon, R., & Mann, B. (2004-2005). Impact of a career-planning course on academic performance and graduation. *Journal of College Retention, 6*(4), 461–473.
<https://Doi.Org/10.2190/4WJ2-CJL1-V9DP-HBMF>
- Freeman, V. F., Lenz, J. L., & Reardon, R. C. (2017). Career course impact on college students' career decision and affective states. *VISTAS Online*. https://www.counseling.org/knowledge-center/vistas/bysubject2/vistas-career/docs/default-source/vistas/article_3289ce2bf16116603abcacff0000bee5e7

- Gerken, D., Reardon, R., & Bash, R. (1988). Revitalizing a career course: The gender roles infusion. *Journal of Career Development, 14*(4), 269–278. <https://doi.org/10.1002/cdq.12305>
- Lee, J., & Anthony, W. (1974). I don't know what to do. You tell me! *Journal of College Placement, 34*(1), 56–60.
- Miller, A.K., Osborn, D. S., Sampson, J. P., Peterson, G. W., & Reardon, R. C. (2018). The impact of a college career course on students' career decision states. *The Career Development Quarterly, 66*(4), 371–377. <https://doi.org/10.1002/cdq.12157>
- Osborn, D. S., Sides, R. D., & Brown, C. B. (2020). Comparing career development outcomes for undergraduate CIP- based courses versus human relations courses. *Career Development Quarterly, 68*(1), 32–47. <https://Doi.Org/10.1002/Cdq.1221>
- Reardon, R. C., Leierer, S. J., & Lee, D. (2007). Charting grades over 26 years to evaluate a career course. *Journal of Career Assessment, 15*(4), 483–498. <https://doi.org/10.1177/1069072707305767>
- Reardon, R. C., & Lenz, J. L. (2018, March 1). Learning from a career course over 45 years old. *Career Convergence*. https://ncda.org/aws/NCDA/pt/sd/news_article/153923/_self/layout_details/false
- Reardon, R. C., Melvin, B., McClain, M.-C., Peterson, G. W., & Bowman, W. J. (2015). The career course as a factor in college graduation. *Journal of College Student Retention : Research, Theory & Practice, 17*(3), 336–350. <https://doi.org/10.1177/1521025115575913>
- Reardon, R., & Regan, K. (1981). Process evaluation of a career planning course. *Vocational Guidance Quarterly, 29*(3), 265–269. <https://doi.org/10.1002/j.2164-585X.1981.tb01050.x>
- Reardon, R. C., & Wright, L. K. (1999). The case of Mandy: Applying Holland's theory and cognitive information processing theory. *The Career Development Quarterly, 47*(3), 195–203. <https://doi.org/10.1002/j.2161-0045.1999.tb00730.x>
- Reed, C. A., Reardon, R. C., Lenz, J. G., & Leierer, S. J. (2001). A cognitive career course: From theory to practice. *The Career Development Quarterly, 50*(2), 158–167. <https://doi.org/10.1002/j.2161-0045.2001.tb00980.x>
- Vernick, S., Reardon, R., & Sampson, J. (2004). Process evaluation of a career course: A replication and extension. *Journal of Career Development, 30*(3), 201–213. <https://doi.org/10.1177/089484530403000303>

Performance Contract Summary

This course may be taken for variable credit (1, 2, or 3 hours) and it may be repeated up to 3 hours maximum credit. The three credit/unit options are described below. This contract is to be negotiated between a course instructor and student during the first 4 weeks of the course. The learning activities listed under each unit below will complete objectives for the unit. An asterisk (*) indicates that the learning activity was also assigned in a previous unit and does not have to be repeated. Plus/minus letter grades are assigned on the basis of the percentage of points earned for the course units contracted, e.g., A = 90-100% of 653 total possible points for 3 units (see Table below).

Unit I: Career Concepts and Applications, 1 hour (221 points)

- ___ Class Participation (10)
- ___ Attendance (26)
- ___ Chapter 1 Quiz (10)
- ___ Career Field Analysis (100)
- ___ Autobiography (20)
- ___ Self-Directed Search Interpretive Report (10)
- ___ Career Thoughts Inventory (10)
- ___ Individual Action Plan (10)
- ___ Unit I Performance Test (25)

Unit II: Social Conditions Affecting Career Development, 1 hour (212 points)

- ___ Class Participation (10)
- ___ Attendance (12)
- ___ *Career Field Analysis (100)
- ___ *Autobiography (20)
- ___ Professionole Ready Badge (45)
- ___ Unit II Performance Test (25)

Unit III: Implementing a Strategic Career Plan, 1 hour (220 points)

- ___ Class Participation (10)
- ___ Attendance (20)
- ___ *Autobiography (20)
- ___ Strategic Academic/Career Plan Project (100)
- ___ *Professionole Ready Badge (45)
- ___ Unit III Performance Test (25)

Optional Course Activities

- ___ Research Participation (variable points depending on activities)
- ___ Portfolio Extra Credit Activity (a maximum of 15 points per extra credit option)
- ___ Extra credit career learning activity (5 points)

SDS 3340 Plus/Minus Grade Distribution Range Table

	A	B	C	D
Letter +	-----	568-587	503-521	438-456
Letter Only	607-653	542-567	477-502	411-437
Letter -	588-606	522-541	457-476	392-410

SDS 3340 INTRODUCTION TO CAREER DEVELOPMENT
Spring 2024 M/W Schedule

Unit I, Career Concepts and Applications
1/8/24 – 2/21/24

Assignments in red due outside of scheduled unit

Date	Topic	Readings Due	Assignments Due
Week 1			
M 1/8/24	Orientation and Course Procedures		
W 1/10/24	Introduction to Career Planning	<input type="checkbox"/> Review syllabus and course schedule <input type="checkbox"/> Chapter 1 Introduction to Career Planning <input type="checkbox"/> Chapter Study Guide in Appendix B <input type="checkbox"/> <i>Assigned: Autobiography (pp. 263-264) due 1/31</i>	<input type="checkbox"/> Performance Contract <input type="checkbox"/> Text purchased
Week 2			
M 1/15/24	NO CLASS – MARTIN LUTHER KING, JR. DAY!		
W 1/17/24	Knowing about Myself: Values	<input type="checkbox"/> Prepare for Quiz on Chapter 1 <input type="checkbox"/> Chapter 2 on Values <input type="checkbox"/> Appendix B <input type="checkbox"/> <i>Assigned: ProfessioNole Ready (PNR) Badge due 4/26</i> <input type="checkbox"/> <i>Checkpoint 1 due 2/5</i>	<input type="checkbox"/> Chapter 1 Quiz
Week 3			
M 1/22/24	Attend Resume Café	<input type="checkbox"/> Bring a drafted resume to Resume Café In-Person or Virtual	
W 1/24/24	Knowing about Myself: Interests & Skills	<input type="checkbox"/> Chapter 2 on Interests and Skills <input type="checkbox"/> Appendix B <input type="checkbox"/> <i>Assigned: Self Directed Search (SDS) (email from PARI Connect) due 1/24</i> <input type="checkbox"/> <i>PNR Checkpoint 2: Career Portfolio due 3/6</i>	<input type="checkbox"/> Self-Directed Search (SDS)
Week 4			
M 1/29/24	Knowing about my Options	<input type="checkbox"/> Chapter 3 on Knowing about my Options <input type="checkbox"/> Appendix B <i>Assigned:</i> <ul style="list-style-type: none"> • Career Field Analysis (CFA) Paper due 3/8 CFA Worksheets (pp. 275) due at instructor conference 	
W 1/31/24	Career Center Tour	<input type="checkbox"/> <i>Assigned: Career Thoughts Inventory (email from PARI Connect) due 2/5</i>	<input type="checkbox"/> Autobiography

Week 5			
M 2/5/24	Decision Making & Scavenger Hunt	<input type="checkbox"/> Chapter 4 on Career Decision Making <input type="checkbox"/> Appendix B & F <input type="checkbox"/> Assigned: Individual Action Plan (IAP) draft due at instructor conference and final copy (pp. 283-285) due 2/7 or 2/12	<input type="checkbox"/> Completed Career Thoughts (CTI) <input type="checkbox"/> PNR Checkpoint 1: Career Ready, Professional Communication, & Ready to Network
W 2/7/24	INSTRUCTOR CONFERENCE or Career Center Library		Due at Instructor Conference: <input type="checkbox"/> Career Field Analysis (CFA) Worksheet <input type="checkbox"/> Draft Individual Action Plan (IAP)

Week 6			
M 2/12/24	INSTRUCTOR CONFERENCE or Career Center Library		Due at Instructor Conference: <input type="checkbox"/> Career Field Analysis (CFA) Worksheet <input type="checkbox"/> Draft Individual Action Plan (IAP)
W 2/14/24	Thinking about My Career Decisions	<input type="checkbox"/> Chapter 5 on Thinking about My Career Decisions and Appendix H <input type="checkbox"/> Appendix B <input type="checkbox"/> Assigned: PNR Checkpoint 3 due 3/20	<input type="checkbox"/> Final Individual Action Plan (IAP)

Week 7			
M 2/19/24	CFA Paper Review		
W 2/21/24	Quiz Day	<input type="checkbox"/> Prepare for Quiz on Chapters 1-5	<input type="checkbox"/> Unit I Quiz

Unit II, Social Conditions Affecting Career Development
2/26/24 – 3/6/24

Date	Topic	Readings Due	Assignments Due
Week 8			
M 2/26/24	Carreering in a Changing World	<input type="checkbox"/> Chapter 6 on Carreering in a Changing World <input type="checkbox"/> Appendix B	

W 2/28/24	Working in The New Global Economy	<input type="checkbox"/> Chapter 7 on Working in The New Global Economy <input type="checkbox"/> Appendix B <input type="checkbox"/> <i>Assigned: PNR Checkpoint 4: due 4/15</i>	
Week 9			
M 3/4/24	Alternative Ways to Work Panel/Career and Family Roles Panel	<input type="checkbox"/> Chapter 9 on Alternative Ways to Work Panel <input type="checkbox"/> Appendix B <input type="checkbox"/> Prepare for Quiz on Chapters 6-10	<input type="checkbox"/> 2 questions for Alternative Ways to Work Panel
W 3/6/24	Organizational Culture and Effective Work	<input type="checkbox"/> Chapter 8 on Organizational Culture and Effective Work <input type="checkbox"/> Appendix B	<input type="checkbox"/> Career Field Analysis (CFA) paper due 3/8 <input type="checkbox"/> PNR Checkpoint 2: Resume Ready, Interview Ready, and Diversity & Inclusion <input type="checkbox"/> Unit II Quiz
Week 10			
M & W 3/11 & 3/14		NO CLASS – SPRING BREAK!	
Unit III, Implementing a Strategic Career Plan 3/18/24 – 4/26/24			
Date	Topic	Readings Due	Assignments Due
Week 11			
M 3/18/24	Launching an Employment Campaign	<input type="checkbox"/> Chapter 11 on Launching an Employment Campaign <input type="checkbox"/> <i>Assigned: Strategic Academic/Career Plan Project (pp. 293-297) due 4/26</i>	
M 3/20/24	Job Searching on the Internet	<input type="checkbox"/> Chapter 12 section on Job Searching on the Internet <input type="checkbox"/> Appendix B	<input type="checkbox"/> PNR Checkpoint 3: Salary & Job Negotiation And Career Portfolio
Week 12			
M 3/25/24	Written Communications in Job Hunting	<input type="checkbox"/> Chapter 12 on Written Communications in Job Hunting & Appendix B	
W 3/27/24	Employer Panel		<input type="checkbox"/> 2 questions for Employer panel
Week 13			

M 4/1/24	Critiquing Résumés and Cover Letters	<input type="checkbox"/> Chapter 12 on Written Communications in Job Hunting & Appendix B	<input type="checkbox"/> Rough draft of Résumé and Cover Letter
W 4/3/24	Critiquing Résumés and Cover Letters	<input type="checkbox"/> Chapter 12 on Written Communications in Job Hunting & Appendix B	<input type="checkbox"/> Rough draft of Résumé and Cover Letter
Week 14			
M 4/8/24	Interpersonal Communications in Job Hunting Part 1	<input type="checkbox"/> Chapter 13 on Interpersonal Communications in Job Hunting & Appendix B	
W 4/10/24	Interpersonal Communications in Job Hunting Part 2	<input type="checkbox"/> Chapter 13 on Interpersonal Communications in Job Hunting & Appendix B	
Week 15			
M 4/15/24	Negotiating Job Offers	<input type="checkbox"/> Chapter 14 on Negotiating Job Offers & Appendix B	<input type="checkbox"/> PNR Checkpoint 4: Badge Request
W 4/17/24	Evaluating Employment Offers	<input type="checkbox"/> Evaluating Employment Offers & Appendix B & L	
Week 16			
M 4/22/24	The First Job and Early Career Moves	<input type="checkbox"/> Chapter 15 on The First Job and Early Career Moves <input type="checkbox"/> Prepare for Quiz on Chapters 11-15 <input type="checkbox"/> Appendix B	
W 4/24/24	Quiz Day and LAST DAY OF CLASS!	LAST DAY TO TURN IN ALL CLASS ASSIGNMENTS BY 5 PM 4/26 – FINAL DEADLINE!	<input type="checkbox"/> Unit III Quiz <input type="checkbox"/> Strategic Academic/ Career Plan Project <input type="checkbox"/> All other materials, including extra credit <input type="checkbox"/> PNR Checkpoint 5: Proof of PNR Badge