



COUN 412.01W Career Development

COURSE SYLLABUS: Spring, 2025
Web-based

INSTRUCTOR INFORMATION

Instructor: Jennifer Simon-Deboskie, MA, CSC

Office Location: **Virtual**

Office Hours: **By Appointment**

Office Phone: **214-208-6140 (cell)**

University Email Address: Jennifer.Simon-Deboskie@tamuc.edu

Preferred Form of Communication: **Text or E-mail**

Communication Response Time: Within **24 to 48 hrs.**

Textbook(s) Required COURSE INFORMATION

Brown, S. D., & Lent, R. W. (2020). *Career Development and Counseling: Putting Theory and Research to Work* (3rd ed). Hoboken, NJ: John Wiley & Sons

Optional Texts and/or Materials

Burnett, B. & Evans, D. (2017). *Designing Your Life: How to Build a Well-Lived, Joyful Life*. New York, NY: Alfred E. Knopf

American Psychological Association Publication Manual (7th ed.) Washington, D.C: American Psychological Association

Statement to include: Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

**COURSE DESCRIPTION**

This course provides a study of the impact of career services as an instrument of human development and mental health. Emphasis on the history of career guidance, contemporary shifts in social values and the meaning of work, changes in the occupational structure, and work and mental health in today's society.

Goals/Rationale of the Course

1. The student will become familiar with the history of career counseling.
2. The student will recognize and understand career counseling theories.
3. The student will become familiar with interventions used in the career counseling process.
4. The student will become familiar with counseling diverse groups for career development.

Student Learning Outcomes

The student will:

1. Actively participate and engage in discussions by analyzing, constructing/ creating, and evaluating the information presented within the textbook, external readings/resources, student research, and class activities; and sharing personal observations and opinions.
2. Demonstrate familiarity with the history of career counseling.
3. Exhibit an understanding of existing and emerging career counseling theories.
4. Demonstrate familiarity with interventions and assessments used in career development.
5. Identify ethical decision-making across diverse sociocultural groups regarding career counseling.

COURSE REQUIREMENTS

Instructional Methods

This course will use pre-recorded lectures and online discussions. Articles, videos, and other methods to enhance the learning experience may also be used. The instructor may offer Zoom meetups throughout the semester to review material and offer support students desire. Experiential learning activities will be required in the class. All activities can be completed remotely.

Faculty Responsibilities

Engage students in the learning process by structuring an environment conducive to learning. Incorporate essential content, discipline-related experience, behaviors, and creative exploration in the use of that environment. As core values of providing instruction, define and utilize professional interaction and involve students in the process of participative learning. Paramount in the instructor's approach to orienting the counseling profession; infuse the learning experience with real-life current examples of the profession, facilitating their use for learning and application. Provide ongoing feedback to students to ensure they are aware of their progress in the course.

Student Responsibilities

As learners, you are expected to participate and contribute to learning. That is primary and essential. You must be present and prepared, to do so. Learning includes outlining chapters, reading all class materials, and being prepared to actively participate in learning for the course. Active participation can be defined as listening and giving thoughtful responses. You are entering a profession; therefore, professional behavior is required for this class. During class discussions it is necessary that each student be respectful and polite to one another. The nature of the course and its topics, necessitates that sensitive topics may be discussed, and students may choose to share personal information. **Please remember that what is said in the classroom should be kept confidential.**

Discriminatory, rude, and/or inappropriate language cannot be tolerated in this class, and any student(s) choosing to (1) act in a discriminatory or rude manner or (2) use inappropriate language, will be asked to leave the class and face university disciplinary action. Disruption of class or inconsiderate behavior will not be tolerated, as it negatively impacts learning. If the student continues to repeat these behaviors, the instructor reserves the right to refer the matter to the appropriate university official for disciplinary action up to and including dropping the student from the course. Please read the student handbook regarding student conduct, and the disciplinary process.

Communication with Instructor

The best way to communicate with me is by email or text message (2142086140). **Please use “COUN 412” in the subject of your email.** In the content of your email be sure to include your **first and last name and the best phone number** at which I can contact you. I usually respond to my emails daily Mon-Fri, but do not always respond on the weekend or holidays. Contact me so that we can set up a convenient time for a call back. ****If you have questions about an assignment, do not wait until the day it is due to request assistance asap.**

COURSE ASSIGNMENTS AND GRADING

Discussion Board Posts (100 points)

All students are required to be active in this course. Since we do not meet in person, discussion posts are important as they can help you learn more about the material as other students' thoughts and ideas are discussed. For each discussion, I will post a conversation starter. A total of 10 written discussion boards will require your response to reading material, class discussions or videos. Initial posts (6 points each) are due each week by Sunday at 11:59pm. You should respond to two (2) classmates for each discussion (2 points each) by Sunday at 11:59pm. Initial posts should consist of at least 300 words and each response should consist of at least 100 words.

Discussion posts/responses require thoughtful reactions, demonstrating your professionalism and contributing to the understanding of the topic. These must be more than “I agree. Great post”. To demonstrate your learning, you must demonstrate your new knowledge and contribute to the learning of others. Modeling the professionalism of your field, consider the broadness of others' beliefs and avoid using language/which is insensitive or could be offensive. Disagreement is acceptable and at times instructive, but we each must do so in a manner that reflects dignity and respect. Your responses are reflective, so you are encouraged to consider and plan before you write. Therefore, on this mode of learning, you need not worry with utilizing APA format.

Initial posts that are submitted late will have 3 points deducted for each day late (maximum deduction of 6 points). I WILL NOT ACCEPT ANY RESPONSES AFTER SUNDAY AT 11:59 PM. Posts less than the minimum word count or that do not address the topic adequately will also have points deducted.

The Career Assessment Experience (100 points)

Part of the counseling experience is getting an idea of what your clients will go through. One of the first steps in most career counseling experiences is using one or more assessments for clients to understand how their interests and values fit into potential careers. For this assignment you are required to take the O*Net assessments. <https://www.onetonline.org/>

Follow the steps to complete the O*Net Profiler as posted in D2L.

1. Take the web-based O*Net Interest Profiler
2. Apply your interests and work values to identify potential related jobs

Once you have finished your assessments, you will submit a paper about your experience and current career path/plans following the APA format. The following must be addressed:

1. What was it like to take the O*Net assessments? Explain.
2. How do these assessments help you choose a potential career upon final graduation (if you plan on immediately pursuing an advanced degree, identify your plans upon final graduation)?
3. What were your thoughts regarding the career assessment process? Explain
4. What was helpful? What would you incorporate into your own practice?
5. How do you think your future clients will feel, regarding this process? Explain
6. What would be the job title (as would appear in a website such as Indeed.com) that best aligns with your current career path/plans (this is needed in preparation for your next assignment)?

This paper must be in APA format, which means Times New Roman font, size 12, and 1" margins all around. Include a correctly formatted title page, running head, and headings within the paper. If you need examples of the APA format, Owl Purdue is a great resource as well as the APA 7th edition manual. If you are planning on getting your Master's in Counseling or a related field – you need it. Please answer all questions fully (5 - 8 sentences per question is appropriate). **PROOFREAD YOUR PAPER.** If it's clear you failed to do so, it will be reflected in your grade. **DUE February 16 at 11:59pm. I WILL NOT ACCEPT IT IF LATE.**

Odyssey Plan, Information Interview, and Values Proposition (100 points)

Prepare a paper in APA format addressing the following requirements. Everything should relate to the last question addressed in the Career Assessment Experience (job title related to your career plans). **DUE March 23 at 11:59pm. I WILL NOT ACCEPT IT IF LATE.**

1. Requirement One: Odyssey Plan (20 points)
 - a. Complete an Odyssey Plan (per Week Six Lecture) related to your career path, starting Year Number One at the time of your final graduation (following an advanced degree if applicable). This may be a hand-written plan that you scan into an appendix of the paper.
 - b. What was it like developing your Odyssey Plan? Explain.
 - c. What is a question that you would like to learn more about based on your plan?
 - d. Frame the question into a problem that may be investigated in an informational interview.
2. Requirement Two: Information Interview (50 points)
 - a. Based on the question developed in the Odyssey Plan, set up an interview with someone who has a similar job position and career that you intend to pursue. Follow the process in the lectures of Week 6 for finding an interviewee and requesting 20-30 minutes of their time. You may include in your request that this supports your class assignment. The interview may be done in person or by phone conversation. The suggestion to offer coffee or drink if face-to-face is optional.
 - b. Summarize the conduct of the interview in your paper (questions asked and responses provided).
 - c. What did you learn from the interview? How can you apply what you learned toward entering your career path/plans? How does what you learned change or address your Odyssey Plan?
3. Requirement Three: Value Proposition (30 points)
 - a. Using a website such as Indeed.com select a job description of interest related to the job title from your previous assignment. Reference the job description and provide a downloaded copy as an appendix to your paper.
 - b. Based on the lecture in Week Six for creating a resumé, develop three bullets that provide quantified or qualified results you have accomplished, related to three requirements listed in the job description. Remember, the results that relate to the provided job description can be from any experience you have had, whether or not related to a job.

Case Study Presentation (100 points)

Based on a case study provided in D2L, write a plan for how you would conduct career counseling sessions with the fictitious client and put this plan into a PowerPoint presentation. Record a 5-7-minute presentation for the case study integrated into the PowerPoint presentation. Points for this assignment will be deducted if the presentation does not include the video embedded into the presentation using PowerPoint's record video capability or other technology.

You will complete constructive evaluations for two of your peers. Evaluations for their peers will be completed simultaneously through a discussion board.

A detailed explanation of the assignment and evaluations with a rubric will be posted in D2L.

Submitting assignment: DUE April 27 at 11:59pm (80 points)

- Presentations & Video submitted to ASSIGNMENTS
- Presentation Video posted to DB called "Case Study Presentations" for class to view

Submitting Evaluations of Classmates: Due April 27 at 10:00pm (20 points)

You must watch and give constructive feedback to two classmates; You will submit these in a discussion board. I WILL NOT ACCEPT ANY PART OF THIS ASSIGNMENT LATE.

Quizzes (100 points)

Two quizzes will be administered halfway (**Week 7**) and at the end (**Week 15**) of the course. Each quiz will consist of 25 multiple choice questions worth two points per question; and will be timed for 60 minutes. Open book and open notes are allowed; however, the time limit will restrict the amount of searching you will have for answering questions.

Final grades in this course will be based on the following scale/points:

A = 90%-100%	450 – 500 Points
B = 80%-89%	400 – 449 Points
C = 70%-79%	350 – 399 Points
D = 60%-69%	300 – 349 Points
F = 59% or Below	0 – 299 Points

TECHNOLOGY REQUIREMENTS**D2L**Browser Support

D2L is committed to performing key application testing when new browser versions are released.

New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones
- For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning

The syllabus/schedule are subject to change.

management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported. Pop-ups are allowed. JavaScript is enabled. Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
- Adobe Reader <https://get.adobe.com/reader/>
- Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
- Adobe Shockwave Player <https://get.adobe.com/shockwave/> o Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff.

Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words "click here" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Undergraduate Student Academic Dishonesty Form

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

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East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website:

<https://inside.tamuc.edu/campuslife/campussservices/StudentDisabilityServices/default.aspx>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please consult your event organizer and refer to the Carrying Concealed Handguns on Campus document:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Updated 08/19/2024

This is a tentative course calendar, subject to change at the discretion of the professor.

Week/Date	Content Covered	What's Due / Homework
Week 1 Jan 13	Introductions Course Overview/Syllabus Chapter 1 – Career Development and Counseling: An Introduction O*Net Instructions Career Assessment Experience Assignment	<ul style="list-style-type: none"> • Post Introductions • Review Syllabus • Read Chapter 1 • Begin O*Net Assessments and work on first assignment https://www.onetonline.org <u>Read:</u> <ul style="list-style-type: none"> • Chapter 1
Career Counseling Theories and Assessments		
Week 2 Jan 20	Chapter 2 – The Theory of Work Adjustment Chapter 17 – Ability and Aptitude Assessment in Career Counseling	<ul style="list-style-type: none"> • Read Chapters 2 and 17 • Complete O*Net Assessments for first assignment • Read journal article for DB #1 <u>Read:</u> <ul style="list-style-type: none"> • Chapter 2 • Chapter 17 DB #1 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm
Week 3 Jan 27	Chapter 3 – Holland's Theory of Vocational Choice and Adjustment Chapter 15 – Nature, Importance, and Assessment of Interests	<ul style="list-style-type: none"> • Read Chapters 3 and 15 • Watch assigned video for Holland • Read journal article for DB #2 <u>Read:</u> <ul style="list-style-type: none"> • Chapter 3 • Chapter 15 DB #2 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm
Week 4 Feb 3	Chapter 4 – Life-Span, Life-Space Career Theory and Counseling Chapter 16 – Nature, Importance, and Assessment of Needs and Values	<ul style="list-style-type: none"> • Read Chapters 4 and 16 • Read Supplemental Life-Span, Life-Space Article • Read Journal Article for DB #3 <u>Read:</u> <ul style="list-style-type: none"> • Chapter 4 • Chapter 16 DB #3 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm

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Week/Date	Content Covered	What's Due / Homework
Week 5 Feb 10	Chapter 6 – Career Construction Theory and Counseling Model Chapter 18 - Assessment of Personality in Career Development and Counseling Handout – My Career Story Workbook, Myers Briggs Assessment link Reminder: Due soon (Feb 16th) Complete Career Assessment Experience	<ul style="list-style-type: none"> • Read Chapters 6 & 18 • Take assigned Myers Briggs evaluation (will be relevant to final assignment) • Complete assigned sections of My Career Story Workbook <p>Reminder: Career Assessment Experience Due – Sunday Feb 16 @ 11:59pm</p>
Week 6 Feb 17	Chaos Theory Design Your Life & Odyssey Planning Résumé Example; Information Interview; Information Interview, Value Proposition Assignment Review Material for QUIZ #1 covering Weeks 1 through 6	<ul style="list-style-type: none"> • Read Supplemental Chaos Theory Article • Complete Counselor worksheet for DB #4 • Information Interview, and Value Proposition Assignment <p><u>Read:</u></p> <ul style="list-style-type: none"> • Designing Your Life in Chaotic Times • Résumé Lecture in support of the new assignment <p>DB #4 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm</p>
Week 7 Feb 24	<ul style="list-style-type: none"> • Write your Odyssey Plans for the Assignment 	<ul style="list-style-type: none"> • QUIZ #1 - Due • Career Assessment Experience Due – Sunday Mar 2 @ 11:59pm
Diversity and Sociocultural Factors in Career Development		
Week 8 Mar 3	Chapter 9 – The Role of Gender in Career Development	<ul style="list-style-type: none"> • Read Chapter 9 • Read Journal Article for DB #5 <p><u>Read:</u></p> <ul style="list-style-type: none"> • Chapter 9 <p>DB #5 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm</p>
Week 9 Mar 10	Spring Break!	<ul style="list-style-type: none"> • Read Chapter 10 • Read Journal Article for DB #6 <p>DB #6 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm</p>

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Week/Date	Content Covered	What's Due / Homework
Week 10 Mar 17	Chapter 11 – Social Class and Poverty: A Renewed Focus in Career Development Complete Odyssey Plan, Information Interview, and Values Proposition	<ul style="list-style-type: none"> • Ready Chapter 11 • Read Journal Article and NCDA Article for DB #7 Read: <ul style="list-style-type: none"> • Chapter 11 DB #7 Initial post Sunday@ 11:59pm; Responses Sunday @ 11:59pm Reminder: Odyssey Plan, Information Interview, and Values Proposition Due Mar 23 Sunday @11:59pm
Applications and Interventions in Career Development		
Week 11 Mar 24	Chapter 21 – Promoting Career Choices Handouts: Case Study Assignment	<ul style="list-style-type: none"> • Read Chapter 21 • Review Case Study Assignment requirements • Watch Informational Interview Techniques for DB #8 Read: <ul style="list-style-type: none"> • Chapter 21 DB #8 Initial post Thursday @ 11:59pm; Responses Sunday @ 11:59pm
Week 12 Mar 31	Chapter 22 – Facilitating Success in the Job Search Process	<ul style="list-style-type: none"> • Read Chapter 22 • Read Journal Article for DB #9 Read: <ul style="list-style-type: none"> • Chapter 22 DB #9 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm Resume due April 6@ Sunday 11:59pm
Week 13 April 7	Chapter 24 – Unemployment and Underemployment: Prevention and Counseling Implications Resume' Due	<ul style="list-style-type: none"> • Read Chapter 24 • Read ACA Article for DB #10 Read: <ul style="list-style-type: none"> • Chapter 24 DB #10 Initial post Sunday @ 11:59pm; Responses Sunday @ 11:59pm
Week 14 April 14	Review Material for QUIZ #2 covering Weeks 8 through 13 Complete Case Study Presentations	Presentations Video/PPT Due 1 April 27 Sunday @ 11:59 pm ASSIGNMENTS (to receive grade) and post to DB "Case Study Presentations" (for classmate evaluations)

Week 15 April 27	Complete Evaluations for all Classmates	<ul style="list-style-type: none">• QUIZ #2• Evaluations of two classmates Due May 6 Sunday@ 11:59pm
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