

REVISED Syllabus (02/08/09)
ECHD 2050 – Academic and Career Planning
Department of Counseling and Human Development Services
University of Georgia
Spring Semester 2009
Wednesday Section, Call # 04-894

Students – Please note carefully all changes to your original Syllabus, as highlighted in yellow.

Best, Michael Massey

2/8/9

General Information

Course Duration: January 8 – May 6, 2009

Class Meetings: Wednesdays, 12:20 – 2:15 p.m., except as noted on Class Schedule (below)

Class Location: Aderhold Hall 417, except as noted on Class Schedule

Class Format: Classroom Lecture-Discussion with WebCT Component

Instructor: Michael W. Massey, M.B.A., M.Ed.

Office: TBA

Best Email: mwmassey@uga.edu

Office Hours: TBA or email/Google Talk/appointment

Voluntary Google Talk for IMs: mm30529@gmail.com

Office Phone: TBA

~~N.B.: Instructor never reads WebCT email~~

Course Description

ECHD 2050 is a two-hour course that will orient you to the process of life and career planning. It will focus on self-assessment, decision-making, and career exploration. The course will also educate you on how to choose a course of study compatible with your personality style, skills, abilities, and values. Through active engagement in this process, you will develop the skills necessary to choose an academic major and/or career direction.

Learning Outcomes

Upon successful course-completion, you will possess the skills to make initial and lifelong decisions to:

- Understand the basic principles in career decision-making.
- Set attainable short-term and long-term career and academic goals.
- Identify personal and professional values, skills, interest, and needs.
- Make informed academic and professional choices.
- Identify occupational choices that match your personality style.
- Identify barriers to career choices and develop solutions.
- Draft an initial career plan, resume, cover letter, and cover email.

Your Responsibilities for Learning

Studying and learning are hard work. Learning is your responsibility. I will do all possible to construct a positive learning environment for you, but you must do the work and motivate yourself. This is an intensive course with demanding participation, active engagement, and other academic requirements. I urge you not to get behind.

Textbook

Discovering Your Future in A Global Society. Pearson Custom Publishing. Available at University Bookstore.

Required Equipment

As with all academic and work purposes, you NEED access to a personal computer with Microsoft Office™ (or translatable equivalent), email, and Web for this course although this is NOT a requirement. Computers are provided on campus. I will post frequently to WebCT and email correspondence and other materials. Check WebCT and email often; I recommend daily. Please feel free to email or Google Talk. I will respond within 24 hours. I expect you to contact me regarding any inability to attend class or other issues. N.B.: UGA policy prevents discussions about grades via email.

Safe Environment

Your Instructor creates a safe space for all students in his classrooms. Your ability to learn and develop without personal criticism will be protected. Please note, however, that we will be discussing, analyzing, and critiquing a great deal of personal information. Professional, academic critiques are both appropriate and necessary.

Learning Methods

This course is a lecture-discussion-assessment course with a WebCT component. Lecture-discussions will cover major concepts from course readings but not all textbook details; however, you are responsible for all assigned portions of the book. We will use a number of administered assessment instruments to provide a foundation for your initial and lifelong self-assessment and career development. Classroom participation and discussion require you to relate course materials to your experiences and knowledge. You must prepare readings and assignments and achieve on-time, excellent attendance.

Persons with Disabilities

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible (e.g., inability to take notes) or invisible (e.g., hearing problem, learning disability). If you need anything--such as providing materials in alternative formats, requesting note-takers from among your classmates, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities--please take time to discuss your concerns with me early in the semester so that we can work together to make necessary accommodations for you. Anything that you discuss with me in this regard will be held in strictest confidence. Help for students with disabilities is available from the Disability Services/Learning Disabilities Center. If accommodations are necessary please notify the Office for Disability Services and our Instructor within the first two weeks of class. If you ever feel suicidal or are otherwise in psychological crisis, please call 911 or go to a hospital emergency room immediately. Help is always available! More information is at: www.uga.edu/stuact/handbook/stuaffairs/disability.html . Phone: 706-542-8719 or 706-542-8778 (TTY). Students needing mental health assistance such as counseling or psychiatric/psychological assessments should contact Counseling and Psychological Services (CAPS), a unit of the University Health Center (UHC). Phone: 706-542-CARE (2273) and for after hour emergencies: 706-542-2200.

Diversity

Diversity in the student population and workforce will be highly valued in this course. Whenever possible, class topics and discussions will be approached from a diverse perspective.

Civil Discourse

Discussion must at all times be polite, civil, and reasoned. We are human beings, and emotions are normal, but there is no place for anger or harassment in a higher education discussion. Racist, sexist, ageist, homophobic, or other inappropriate comments about differences—which we all have—are unacceptable.

Personal Technologies

Turn off phones and alarms in class. If you expect an emergency call, clear it with me before class, leave your phone on silent or vibrate, and step out of the room to talk. Laptops are welcome in daily classes. No cell phones, PDAs, PCs, laptops, digital dictionaries, or other technological aids are allowed during tests.

Class Cancellations Due to Inclement Weather

Classes will be held in accordance with official UGA announcements. Click on www.uga.edu or tune to local broadcasting stations for official announcements regarding (rare) class cancellations due to weather.

Evaluation and Grading

Evaluation of Student Performance (see “Details of Assignments” below)

	<u>Points</u>	<u>Percent</u>
Class & WebCT Participation , Textbook Exercises & Group Activities	100	10%
Autobiography	100	10

Midterm Examination	100	10
Reaction Paper 1 – Major Assessments – Strong Int. Inv., TypeFocus	100	10
Reaction Paper 2 – “Career Fair,” “Career In” Seminar, or Dyad Exercise	100	10
Reaction Paper 3 – Dyad Exercise Individual Counseling Session	100	10
Employment Documents		
Employment Cover Email and Cover Letter	50	5
Resume	50	5
Career Research Paper, Plan, and Presentation		
Career Paper	100	10
Career Presentation	100	10
Comprehensive Final Examination	<u>100</u>	<u>10</u>
 TOTALS	 1,000 points	 100%
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Grading Scale

Consistent with the standards of ECHD, the following grading scale will be used:

A	94 - 100	940 - 1000 points
A-	90 - 93	900 - 939
B+	87-89	870-899
B	84-86	840-869
B-	80-83	800-839
C+	77-79	770-799
C	74-76	740-769
C-	70-73	700-739
D	65-69	650-699
F	64 and below	649 and below

Academic Honesty and UGA Student Honor Code

The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council on May 1, 1997, and provides: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” All students agree to abide by this code by signing the UGA Admissions Application. (From http://www.uga.edu/honesty/ahpd/student_honor_code.html) All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Due Dates

Due dates are fixed and non-negotiable. No makeups will be given. All work must be submitted on-time, as scheduled. Missed tests or assignments will be assigned grades of zero (0). If you expect to miss more than two weeks of the course—excused or not—your final letter grade is likely to suffer, and I recommend that you drop the course now. If you miss a test, you will automatically get a zero. Alternatively, you may bring me a written, verifiable doctor’s excuse for either you or a child, and we can discuss options. The University Health Center is good about this. No written, verifiable excuse means no options. You may submit assignments at any time before their due dates. Submit all assignments via WebCT unless instructed to do otherwise.

Attendance

You **MUST** be present on the Assessment **AND** exam/presentation days (see Class Schedule below). If you miss Assessment Day, you will be automatically **DROPPED** from the course, per ECHD departmental policy. If you miss an exam or presentation day, you will receive a **ZERO** for the exam/presentation unless there is a documented medical emergency in which case your Instructor will discuss options with you. You are permitted a maximum of two unexcused absences. In order for an absence to be excused, you must provide documentation.

Students are expected to notify the Instructor about absences. It is each student's responsibility to obtain any information missed. An excused absence will not adversely impact your participation grade. An excused absence is granted for extreme circumstances and may include illness or death of an immediate family member or illness supported by a doctor's written excuse. The UHC automatically provides these upon checkout.

Details of Assignments

The following assignments and due dates are required of every student. Please note that a number of details have changed from the original version of the Syllabus. Read this revision carefully.

Classroom & WebCT Participation, Textbook Exercises & Group Activities (100 points)

Due: weekly class meeting. 50% of your grade will be due to classroom participation, and 50% will be due to WebCT participation. Active participation is essential to your learning and contributes to the learning of others. You cannot participate if you are absent! Evaluation will be as follows:

- EXCELLENT = A: Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration, active participation in in-class group activities, and excellent preparation of assigned textbook exercises for class discussion. This does not mean dominating discussion, using a lot of words to say little, making comments merely to make comments, or taking up class time with strictly personal or tangential issues. A minimum of 3 substantive WebCT posts are required per week, starting 2/9! You'll be credited for earlier participation.
- SATISFACTORY = B: Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Active participation in group activities. Very good preparation of assigned textbook exercises for class discussion. A minimum of 2 substantive WebCT posts are required weekly.
- MINIMALLY ACCEPTABLE = C: Passive participation including being present, awake, alert, attentive, but not actively involved. Minimal participation in group activities. Perfunctory preparation of assigned textbook exercises for class discussion. A minimum of 1 substantive WebCT post is required weekly.
- UNSATISFACTORY = F: Uninvolved including being absent, habitually late, present but not attentive, sleeping, reading something else, asking questions that clearly indicate you have not kept up with the readings or class discussions, making irrelevant contributions that inhibit the progress of the discussion, inactive participation in group activities, carrying on irrelevant side conversations, or doing other things unrelated to class activities. Zero weekly posts.

Autobiography (100 points)

Due: February 4. For most people, this assignment is more demanding than it appears, so I encourage you to start early. You will complete an 5-to-10 page personal, academic, and vocational autobiographical paper. Anything over 5 pages is voluntary. The paper is required to cover the following areas:

- Personal Information: age, gender, ethnicity, education and occupation of mother/father/caretakers, education and occupation of siblings, family work values and expectations, and any other relevant factors (including disabilities, diversity, etc.)
- Academic History: high school education, most liked and disliked classes, academic achievements, extra-curricular activities, internship experiences, college education to-date, current UGA major (if applicable), majors considered and why, and why you selected your current major.
- Occupational History: list jobs in chronological order and provide dates for each job, employment title, and name and location of employment. Also include skills used or obtained from job and your reaction/perception of your experience.
- Most Liked and Disliked Jobs: describe the job you most enjoyed and the job you enjoyed the least.
- Entertainment Interests: hobbies, clubs, pleasure activities
- Assessments: if you have already taken any assessments related to career and academic planning – e.g., our initial textbook exercises—give your reactions/perceptions of the results.
- Integrated background history/assessment results: describe how your background and/or

assessments are congruent/incongruent with your current educational pursuit and future expectations.

- Possible future occupations: describe any possible future occupation that you are considering including a summary of the nature of work, working conditions, places of employment, training needed for job, education needed for job, job outlook, earnings, and related occupations.

Midterm Examination (100 points)

Due: March 4. There will be 2 examinations – a midterm and a final – that will cover your textbook readings, in-class exercises and/or observations, and related out-of-class activities. They will consist of multiple choice, short answers, and/or short essay questions. Exams must be taken at the scheduled time, or you will automatically be assigned a zero. Make-up exams will only be given in the event of a documented medical emergency.

Reaction Paper 1 – Major Assessments – Strong Interest Inventory, TypeFocus (100 points)

Due: March 25 and welcome anytime earlier after you've had your interpretation session. Paper Length: 2 pages. Note that this paper's grade value has been changed from 50 to 100 points. First, attend Assessment Day. Then, attend one of the several Assessment Interpretation sessions in Creswell (separate schedule was handed out in class). The last interpretation session is on Thursday, February 26. All Reaction Papers should reflect assigned readings and class discussions and should include your opinions and personal experiences regarding the topics discussed. Reflect on your experience after completing your assessments on Assessment Day. Discuss both assessments, including the results. Questions to ponder: Do you agree with the assessment of your interests and personality? Does it match your self-perception? How well did the assessments predict careers that you are interested in? Are there other careers that match your interest areas and personality that you find appealing? Do you think that the results of these assessments will affect your decision-making process regarding your career?

Reaction Paper 2 – "Career Fair," "Career In" Seminar, or Dyad Exercise (100 50 points)

Due: April 6 and welcome anytime earlier. Paper Length: 2 pages. Note that this paper's grade value has been changed from 50 to 100 points. All Reaction Papers should reflect assigned readings and class discussions and should include your opinions and personal experiences regarding the topics discussed. Choose one of the following three options for your paper:

Spring Career Fair Option: If you choose this option, you are required to attend either the Spring Career Fair for 1-2 hours ~~or one full "Careers In..." Seminar for 2 hours sponsored by the UGA Career Center~~. See the Career Center's website for full details of the options and schedules. ~~You will subsequently submit a 2-page Reaction Paper.~~ Dress professionally. ~~for both the Spring Career Fair or "Careers In..." Seminar~~. If you write a paper on the Career Fair, document your experience: What have you learned from speaking with different employers? What have you observed, and how it will – or will not – affect your career decision-making process? Describe your experiences with at least 2 employers, detailing how each job both meets and does not meet your personal career goals and aspirations. Include the names of representatives and organizations in your Reaction Paper. ~~Furthermore, you must obtain at least 2 business cards and bring them to class with you, stapled to a sheet with your name to turn in.~~

Careers In...Seminar or Other Career Center Program Option: If you choose this option, speak with at least one panelist to get additional information and obtain her/his name and business card. ~~Bring this card to class stapled to a page with your name to turn in.~~ Dress professionally. Document what you learned and observed during the panel discussion. Include in your paper ALL the panelists' names and the nature of their jobs. Describe how the careers mentioned meet – and do not meet – your personal goals and aspirations.

Dyad Exercise Option: Team Selection Due: February 4 (BOTH teammates must post.).

If you choose this option, after your various course assessments are completed and documented, you will join with one of your classmates for the Dyad Exercise. This requires a level of trust because you will share the results of all course data-to-date, including autobiography, assessments, interpretations, exercises, and etc. Then, each team member will provide her/his interpretation of the other team member's data. Both team members will write up the details in a reaction paper and provide a hard copy (and/or digital copy) to the other team member which will, then, be included in her/his course documentation.

Reaction Paper 3 – Individual Counseling Session in Aderhold (100 ~~50~~ points)

Due: April 13 and welcome anytime earlier after you've had your counseling session. **Paper Length:** 2 pages. This is an ECHD departmental requirement. I don't have final details yet, but here's the basics. Details to follow as I receive them from ECHD. You will attend a ½-hour individual counseling session in Aderhold Hall. Someone will visit our class to schedule these meetings. Details to follow as I receive them. All Reaction Papers should reflect assigned readings and class discussions and should include your opinions and personal experiences regarding the topics discussed.

Employment Documents

For the careers portion of the course, you will construct the basic documents that you need to begin a job search. You should begin work on these products early in the semester so that you will have plenty of time for the multiple revisions that you will need to write.

Employment Cover Email and Cover Letter (50 points)

Due: April 15 and welcome anytime earlier. You will construct a 1-page cover letter and a short, 1/4-page cover email. The intent is for you to construct a package for potential employers that consists of: cover email > cover letter > resume.

Resume (50 points)

Due: April 15 and welcome anytime earlier. You will construct a 1-to-2 page (1-page for most of you) resume that provides basic census, academic, and employment information for potential employers. You will be given a format later in the semester to follow.

Career Research Paper, Plan, and Presentation

This is your final project. It should represent a culmination of all the work and self-discovery you have accomplished in this class. Throughout the semester, you will be investigating possible career fields. Every reading and course activity will contribute to these final course "products" oriented to your "career plan." You should begin work on them early and continue to work on them during the full semester as you generate assessment and reaction data from your work. You will each prepare and present a paper and a presentation showcasing your career journey through the semester. You will discuss where you were in your decision-making process in the beginning of the class, where you are now, and your goals for the future.

Career Paper (100 points)

Due April 29. After completing all the career assessments, you will begin to narrow down your career search and you will develop your first "career plan." Focus on how your opinions and goals regarding your future career/major have – or have not – changed throughout the semester. To assist you in this process, you will research one potential career in depth and present your findings to the class. The paper must be 8-10 pages long. This should include all aspects of this career and should include resources and information derived from this class. Cite at least 5 sources to research your career. The career research paper will consist of:

Introduction: What is the purpose of this paper and what does it include?

Assessment: Include a description of how you used your assessments in your career search. Discuss the impact that the results had on your career search.

Discussion: Use the information you generated through your assessment activities and the

course to weigh the pros and cons of the potential career. Look at your personal culture, values, personality, goals, and interests to evaluate the career.

Career Plan: What are your career goals? What sequence of steps do you need to take if you choose to pursue this career? What are the academic requirements?

Summary: Summarize your decisions about this career and your research.

You will be graded on content, your synthesis of your course efforts, the quality of your research, and professional quality of the written paper in APA format.

Career Presentation (100 points)

Due April 22 or 29; requests are first-come, first-served. For this portion of your final project, you will summarize your Career Paper for your class and Instructor in a 10-minute PowerPoint™ presentation. Choose one potential career (see Career Paper above) and present what the career field is, what it takes to enter the field, eventual career positions as your career might develop and mature, salary/outlook information, professional associations, and any other highly pertinent factors. This should include all aspects of this career and should include resources and information derived from this class. The presentation should include how the different experiences in the course – assessment results, career fair experience, class discussions and readings – helped shape your journey. You are encouraged to use any visual aids you wish in addition to PowerPoint™, and you are encouraged to be creative and/or entertaining. You must submit an electronic copy of the Final Presentation prior to class time on the day you are presenting via a link on WebCT. You will be graded on your content, presentation style, professionalism, adherence to the time limit, and creativity.

Comprehensive Final Examination (100 points)

Due: May 6. There will be 2 examinations, a midterm and a final, for 100 points each. Exams will cover your textbook readings, in-class exercises and/or observations, and related out-of-class activities. They will consist of multiple choice, short answers, and/or short essay questions. Exams must be taken at the scheduled time, or you will automatically be assigned a zero. Make-up exams will only be given in the event of a documented medical emergency. The final MUST be taken during the scheduled final exam time slot per UGA policy. No exceptions.

Formatting Requirements for All Written Assignments

Consistent with research requirements in the field of education, all written assignments must comply with APA (American Psychological Association) formatting even if you do not use APA in your own college or academic department. NOTE: This includes typed 12-point Times New Roman font, 1-inch margins all around, spell-checked, and double-spaced with in-text citations and a separate final page of References, if any, that provides complete publication details of in-text citations. Do not cite anything in your references to which you do not specifically refer in your paper. If you use another person's idea or publication, you MUST cite it both to be academically correct AND to avoid plagiarism. Conformity with page assignments is expected: e.g., 8-10 pages means no less than 8 pages and, generally, no more than 10 pages although I expect that some of you will write substantially more, which is welcome. Writing less will automatically lower your grade. Writing more may or may not add to your grade. Assigned length counts, but quality is most important! If you wish, Google APA for guidelines on the Web. The reference section of our library has printed APA guides, but there is a helpful, 2-page APA guide on the library's Website at <http://www.libs.uga.edu/ref/apastyle.html> . I recommend your printing it out for future reference.

Submission of All Written Assignments

Submission of all written assignments and the return of grades will be via an Assignment Drop Box on WebCT, unless otherwise instructed. Assignments are due prior to the beginning of class on the due date. WebCT will NOT allow you to post assignments after the due date and due time. If you are late with an assignment, your absence must be excused by the Instructor, or you will receive a grade of zero for the assignment. NOTE: In the Assignment Drop Box, you will have to click twice to submit your assignments. Click, first, to upload the file from your computer. Click, second, to submit the uploaded file. You MUST click "submit," or your assignment will not be received by your Instructor.

Class Schedule

The course Syllabus is a general plan for the course. Deviations announced to the class by the Instructor may be necessary. **NOTE:** Numerous changes have been made in this Revised Syllabus; however, those changes are generally not shown below in yellow highlight. There is a high degree of detail to spell out everything for the class.

<u>Class</u>	<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Assignment</u>
1	Jan 13	T	Drop without penalty deadline – midnight.	
			Add deadline – midnight.	
	Jan 14	W	Introduction. First day of class. Course overview, design, and requirements. Majors, internships, jobs, and careers.	Syllabus Register for DAWGlink on UGA Career Center website and review jobs, internships, and employers. Read Chapter 1, pp. 1-31. Do all exercises. Suggest ringed binder for course materials for future reference and use.
2	Jan 21	W	Exploring the self. Self and work values. Work motivations. Taking stock: self-assessments.	
3	Jan 28	W	EVENT FOR POSSIBLE REACTION PAPER – SPRING CAREER FAIR. Classic Center. 12 – 5 p.m. See Career Center website for details. I recommend that you attend.	2 nd half of Ch 1.
4	Feb 03	T	EVENT FOR POSSIBLE REACTION PAPER – CAREERS IN MARKETING. See Career Center website for details.	
			<u>MANDATORY: ASSESSMENT DAY. 12:20 – 1:20 p.m.</u> Strong Interest Inventory (SII) + TypeFocus. Meet at #246 Clark Howell Hall, University Testing Services (825 S. Lumpkin), no later than 15 minutes before scheduled class time. BRING UGA ID CARD. If you are absent for ANY reason, you will be administratively dropped from the course. You will be given a separate handout listing optional interpretation dates from which you may select.	Autobiography due. Dyad team selection due. Post to WebCT
	Feb 04	W	<u>Also, EVENT FOR POSSIBLE REACTION PAPER – 10 Steps to A Federal Career. See Career Center website for details.</u>	Assignment Drop Box no later than posted deadline!
5	Feb 09	M		New grading policy for WebCT posts begins.
	Feb 10	T	EVENT FOR POSSIBLE REACTION PAPER – CAREERS IN SALES. See Career Center website for details.	

			What is “theory?” Super’s Theory of Career Development. Developmental process of career decisions. Career Choice Process.	Read Revised Syllabus and note due dates in your calendar. Ch 2. Role Inventory Exercise on p. 89. Begin Ch 5.
	Feb 11	W	EVENT FOR POSSIBLE REACTION PAPER – Journalism and Mass Communication Career Fair. See Career Center website for details.	
6	Feb 17	T	EVENT FOR POSSIBLE REACTION PAPER – Careers in Insurance. See Career Center website for details.	
			Educational alternatives. Exploring academic majors.	
	Feb 18	W	EVENT FOR POSSIBLE REACTION PAPER – CAREERS IN TECHNOLOGY. See Career Center website for details.	Finish Ch 5. All exercises.
				First day to attend Assessment Interpretation session (see separate handout for schedule).
7	Feb 23	M		
				Possible day to attend an Assessment Interpretation session (see separate schedule).
	Feb 24	T	EVENT FOR POSSIBLE REACTION PAPER – CAREERS IN MUSIC BUSINESS. See Career Center website for details.	
			Factors in decision-making. Decision-making process. Goal-setting.	Ch 6. All exercises.
	Feb 25	W	EVENT FOR POSSIBLE REACTION PAPER – Teacher/Administration Recruitment Day. Also, T.O.P. Dog Program – Leading A Balanced Life. See Career Center website for details.	Possible day to attend Assessment Interpretation session (see separate schedule).
	Feb 26	R		Last day to attend Assessment Interpretation session (see separate schedule).
			1st hour: Midterm examination (Chs 1, 2, 5, and 6).	
			2nd hour: Occupational information. Sources of info. Worksites in the next decade. Last class before Spring Break. WOOHOO!	
8	Mar 04	W	EVENT FOR POSSIBLE REACTION PAPER – South Campus Career & Internship Expo. Agricultural, environmental, natural resources, related industries. See Career Center website for details.	Ch 3.
---	Mar 9-13	M-F	Spring Break – NO CLASS	
9	Mar 18	W	Methods of career exploration. Finding information about careers.	Ch 4. All exercises.

			OPTIONAL – Transitions Program – Bridge Gap Between Undergrad and “Real World.” See Career Center website for details. <u>NOTE</u>: This program cannot be used for a Reaction Paper.	
	Mar 19	R		
			EVENT FOR POSSIBLE REACTION PAPER – Government and Nonprofit Career Fair. Also, T.O.P. Dog Program – Women in Leadership. See Career Center website for details.	
10	Mar 24	T	Withdrawal deadline – <u>NOTE</u>: Recent change of UGA policy limits undergrads to FOUR lifetime course withdrawals!	
	Mar 25	W	Identifying and overcoming the hurdles. Identifying helpful resources.	Ch 7. All exercises. Reaction Paper 1 – Major Assessments due.
11	Apr 01	W	Becoming personally effective.	Skim Ch 8. Read Ch 9. All exercises.
	Apr 03	F	EVENT FOR POSSIBLE REACTION PAPER – Summer Job Fair. See Career Center website for details. I recommend that you attend. Dress professionally.	
				Reaction Paper 2 – Spring Career Fair or “Careers In...” Seminar or Dyad Exercise due.
12	Apr 06	M		
	Apr 08	W	Job leads and the job interview. Career planning. Action planning.	Ch 10 + App A.
				Reaction Paper 3 – Individual Counseling Session due.
13	Apr 13	M		
	Apr 15	W	More on job leads and the job interview, career planning, and action planning.	Cover employment Email, Letter, and Resume due.
				Career Presentation due (half the class).
14	Apr 22	W	Career Presentations. Career Presentations.	
				Career Paper due. Career Presentation due (half the class).
15	Apr 29	W	Last class before Final Examination. Reflection discussion - what have you learned and how will you use these skills in the future? Final exam review.	
---	May 1	F	Reading Day – NO CLASS	
---	May 6	W	Comprehensive Final Examination (12 – 3 p.m.). Grades due M, May 11, 7 p.m.	