**COUN 1000-EA3**

Career Orientation & Exploration

**Monday/Wednesday 10:00-10:50**

**Fall 2018**

**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

Instructor Information

**Dwayne White, M.S., APC, NCC, CCMHC**

**dmw0050@auburn.edu**

Office Hours

**Location: Haley Center, RM 2070**

**Wednesday: 11:00 a.m. -12:00 p.m. or by appointment**

PhotoPhoto of Auburn "conceptual framework" logo Reads: "College of Education. Conceptual framework. Faculty, staff and students strive to prepare and be professionals who are: Competent: equipped with the knowledge, skills and technological expertise to help all individuals learn and develop, committed: dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society, reflective: devoted to analyzing their own past practices in ways that fuel ongoing learning and improve future practices. [New line] A Keystone in Building a Better Future For All [New line] Pictured: Auburn University Samford Logo

**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000

Course Section: EA3

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Mon/Wed 10:00 am – 10:50 am

Class Location: Haley Center, RM 2206

Instructor(s): Dwayne White, M.S., APC, NCC, CCMHC

Office: Haley Center, Room 2070

Office Hours: Wednesday: 11:00 a.m.-12:00 p.m.

E-mail: dmw0050@auburn.edu

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.* |

## COURSE DESCRIPTION

This course offers an opportunity for receiving information and acquiring the skills necessary for academic and career planning. Processes of self-assessment and self-exploration are critical components of this course that contribute to you making educated academic and career decisions. In addition to traditional classroom activities, the content is presented in an experiential manner through interactive discussions, individual projects, and contact with campus resources.

## COURSE OBJECTIVES

1. To explore interest, values, and personality in relation to academic and life planning.
2. To explore majors available at Auburn.
3. To research a selected major.
4. To increase awareness of decision-making processes.
5. To learn to utilize websites and other resources to begin making educated choices.

## PHILOSOPHY OF ASSIGNMENTS & READINGS:

To make this class meaningful and useful, you must keep up with the readings and assignments as outlined in this syllabus. This class is designed to provide an experiential learning process with the intent of equipping you with the necessary skills that will assist you in becoming a leader in your future endeavors. You will get out of this course exactly what you put into it; i.e., if you endeavor to learn about yourself, your unique interests and strengths, and the countless opportunities available to you as a student at Auburn, you will be on track toward a successful academic career. The readings and assignments are designed intentionally to help you along that path; they are not designed to be “busy work.”

Please note that pop quizzes may be given on assigned reading material, and unannounced checks on the completion of assignments may be performed during the semester. There will be additional material included in the lectures and Power Points that is not from your assigned textbook. You will be responsible for this supplemental information.

## TEXTBOOK:

## REQUIRED TEXTBOOK:

Getting From College to Career: 90 Things to do Before You Join the Real World, Revised Edition, by Lindsey Pollak.

## RECOMMENDED TEXTBOOK: The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making by Susan M Johnston.

The reading assignments and other activities will be communicated throughout the semester. Supplemental readings will be posted on Canvas.

## ATTENDANCE:

## Students are expected and required to attend all classes and to arrive on time unless an excuse is pre-approved by instructor. Attendance is vital to your success in this class; therefore, attendance is required. While any absences are discouraged, students are allowed to miss 1 day of class for personal reasons without grade penalty. Two or more absences will result in a grade deduction. *See grading policy for outline of points.*

Policies regarding excused absences and tardiness (as per the criteria listed in the *AU Tiger Cub*) are as following:

* 1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
  2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.
  3. If a student is late more than 20 minutes of the class time, they are considered absent for that day which is unexcused unless extenuating circumstances are presented.

Students are responsible for all the materials in class regardless if they were not present. All in class and out of class assignments, including readings, must be completed and submitted by the due date posted in Canvas under assignments.

1. **COURSE POLICIES:**
2. All electronic devices including, but not limited to, cell phones, iPod, mp3 players, iPad, laptop and tablets *must* be turned off before class starts and out of sight. Please do not use any of these devices during class!
3. Students are not allowed to have any food during class time. Water and other beverages are allowed, however, if you make a mess, then it is your responsibility to clean it up.
4. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
5. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: www.auburn.edu/student\_info/student\_policies/.
7. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices.
   2. Contribute to collaborative learning communities.
   3. Demonstrate a commitment to diversity.
   4. Model and nurture intellectual vitality.
   5. Auburn’s policy on classroom behavior can be found here: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

1. At any time throughout this class, if you would like to meet with me about your academic plans or issues/difficulties you are having regarding your major exploration, please feel free to visit me during my office hours or set up an individual appointment. Appointments to see the instructor may be made by e-mail.
2. **Communication:** All students must use their Auburn email to communicate with me. I will not respond to any emails that are not from your Auburn email address. Please allow me 48 hours to respond to an email. I will not respond to emails after 8pm.
3. **Participation:** All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Participation will be reflected in the final grade.
4. **Extra Credit Opportunities:** There will be one extra credit opportunity where students will be able to earn an additional 10 points for completing an extra journal entry.

## ASSIGNMENTS:

**Assignment submission policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59pm. Each assignment will have a (1) one week “open” period in which assignments may be submitted at any time during a one-week time period. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion**.** Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances. **Late assignments will NOT be accepted** **e.g.** **no assignment will be accepted for grading past the due date.**

All written reports will be submitted to the instructor typed (Times New Roman, size 12 font) and double-spaced via **Canvas**. All reading and assignments are due at the due date which is posted on Canvas under assignments.

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit. **Auburn University email must be utilized for all email communication with instructor.**

**Note: When attaching “written assignment” documents in the Canvas Assignments Section, they must be Microsoft files (i.e., .doc, .docx, .ppt, .pptx, etc.) When attaching scanned documents in the Canvas Assignments Section they must be saved and attached as .pdf files.**

1. **Reflective Journals**
   1. This is an on-going assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals & aspirations, and the working world. You are required to turn in seven (7) journal entries throughout the semester via Canvas. You may choose to complete one extra journal to receive additional credit towards your final grade. Some journals will be provided with a specific journal topic that the instructor will discuss in class. Other journal entries that are not assigned a specific topic may either 1) be reflective in nature, meaning that the journal reflects the student’s experience with the classroom learning and/or their career exploration process, or 2) follow one of the provided topics listed below.
   2. Each journal should be at least 1 page in length double spaced, Times New Roman, 12 pt. font. Less than one full page will result in point deductions. You are able to be creative with journal entries to further detail your experience e.g. PowerPoint, Prezi, videos, pictures, etc. However, the minimum requirement for every journal submission is **1 page in length double spaced, Times New Roman, 12 pt. font.**
   3. Journal entries are to be submitted via Canvas by **11:59 pm** of the specified due date (see assignment calendar for specific due dates).
   4. Journal topics:
      1. A Look into the Crystal Ball **(Journal 1)**
         1. Answer and reflect on the following questions
            1. In the best of scenarios, what do you see as the perfect major for yourself?
            2. What is it about the major that is most appealing to you?
            3. Do you believe your major to be a realistic choice?
            4. What career might this major lead you to?
      2. John Holland Code **(Journal 2)**
         1. What is your Holland Code? What does this code mean to you? Did you learn anything surprising about yourself? What jobs does the O\*NET Interest Profiler say are related to your code? Reflect on the suggested careers and whether or not they interest you.
      3. Personal Values/Work Values Worksheets **(Journal 3)**
         1. Reflect on these two worksheets that you completed in class. Did you learn anything new or surprising about yourself? What value(s) seemed to stand out as the most important for you? Will you factor that value(s) into your career exploration? Why or why not?
      4. MBTI Reflection **(Journal 4)**
         1. Overall, what did this assessment tell you about your personality, interests and preferred work settings? How well did this assessment reflect your interest and personality? What does this assessment say would be a good career or major match for you? -How do you feel about this?
      5. Guest Speaker: Career Center Orientation **(Journal 5)**
         1. Did you learn anything new from the guest speaker? What is something that the guest speaker talked about that you have been able to apply to your own life? What did you learn that you can apply to your future? Was the guest speaker helpful to you in better understanding the benefits of the career center? How or how not? Do you think this is a relevant speaker for future classes?
      6. SII Reflection **(Journal 6)**
         1. Overall, what did this assessment tell you about your personality, interests and preferred work settings? How well did this assessment reflect your interest and personality? What does this assessment say would be a good career or major match for you? -How do you feel about this?
   5. **Additional Journal Topics:**
      1. Motivation: What drives you?

-Identify at least 3 motivations for attending Auburn. How will these motivating

factors impact your time here?

* + 1. Heroes

-Identify at least 3 heroes - list people whose careers you admire or are intrigued by in some way (can be someone you know/don’t know, family, famous).

-List at least 2 reasons why you listed each person. In 2 or 3 sentences describe their careers.

* + 1. Work Philosophy

-What does work mean to you?

-Is it a way of giving back? Self-expression? Achievement?

-What do you believe about work?

-What is your attitude towards working?

-Do you live to work or do you work to live?

-Should you do what you like or love…or does it even matter?

1. **Auburn Colleges Group Project**

Students will be assigned into groups of colleges offered at Auburn University. Groups are asked to present to the class a brief educational and informational session regarding their assigned college. Each group will present to the class for approx. 10-12 minutes. Each group presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Handouts for each class member with information from the presentation are preferred but optional. Each group member is expected to contribute evenly to the project. All group members will receive one overall grade based on the in-class presentation. Each group member is *required* to present some aspect of the group project. All projects must be submitted via Canvas *before* the time of presentation. The instructor will provide students with an outline of the specific project requirements in class.

1. **Academic Major Presentation**

You are to research an academic *major* at Auburn University, not a specific career. This may be a major of your choice that you are interested in. For this assignment, you must interview an advisor from the department that you are researching. You may not interview a family member or friend. This presentation should be 7-10 minutes. Your presentation should consist of 3 sections:

Section 1: Curriculum Research

What is the major?

What types of courses will you need to take?

Is there a minimum GPA requirement to be admitted or retained in the major/college?

Will you have to complete an internship or co-op?

What careers directly relate to this major?

Will you need to obtain a graduate degree for entry into the job market?

Section 2: Academic Advisor Interview

Begin with a brief description of the person you interviewed (name, position in the department, other interesting facts).

What did you learn from the interview?

Ask the person additional questions such as:

What do you wish you had known about your career at my age?

Do you have any advice for a freshman/sophomore starting out?

Section 3: Your Reflection

Describe why you are/were interested in this major?

What did you learn about the curriculum that surprised you?

Do the courses interest you?

How do you feel the interview went?

Are you still interested in this major/field?

1. **Professional Development Project** (Choose one of the following options)

**OPTION ONE:**

Visit the Career Center and write a two-page reflection, one page should be written BEFORE you go for your appointment and one page AFTER.

Your paper should include the following information:

1. What I hope to get out of my visit with the Career Center

ii. What advice/information the Career Counselor shared

iii. What I have done with the information

**OPTION TWO:**

Create a two-page paper on a career that interests you.

Your Paper should include the following information:

i. Clearly describe the career field on which you are presenting.

ii. Describe what someone does in this field, that is, the nature of the work.

iii. List the background, training, and education needed.

iv. Describe the kind of earnings you could expect to make starting out as well as the average salary.

v. Discuss why you chose this field. Are you still interested in it after learning more about it?

**OPTION THREE:**

Develop a working resume. You will turn in an initial copy, receive edits, and turn in a revised copy.

Your resume should include the following information:

Contact information

Objective statement

Education

Experience

Skills

1. **Decision-Making/CASVE Paper**

You are to write a 3-6 page paper about your own career/academic decision-making process using the CASVE Cycle discussed in class from the Cognitive-Information Processing Approach. The main objective is for you to develop a greater understanding of your decision-making. A more detailed explanation and outline of this paper will be provided in class.

1. **In-Class Assignments/Homework Assignments/Quizzes**

In-class assignments and quizzes will be given periodically throughout the semester in class, as well as small assignments that will need to be completed outside of class. All inventories/assessments including the John Holland Code, Type Focus, and STRONG are a part of this grading category. The nature of these assignments is spontaneous and will be given as the instructor feels necessary. Therefore, there will be NO MAKE-UPS allowed for these assignments/quizzes.

1. **Assessments**

Each student will be required to complete personal and career assessments during this course, including the Strong Interest Inventory (SII) for a fee of $30 which will be billed to the student’s bursar account. The student will access the assessment online and will need to budget about 30 minutes for completion. The SII report (14 pages long) will be printed by the presenter and provided to the class at the time of the interpretation. The TypeFocus is a free version of the MBTI (Myers-Briggs Type Indicator) and will also take about 30 minutes to complete online. Students will need to print their results and bring them to the interpretation. These assessments are designed to foster insight into the career options that best match your unique interest and personality traits.

1. **Class Participation**

This course marks the beginning of your career development. Therefore, it is expected that everyone participates in class discussions, assignments, and activities. Student’s participation will be reflected as part of the final grade.

## Class Calendar and Topics

*Because guest speakers will be invited into class periodically, the schedule below may change in accordance with the respective speaker’s availability. You will be given an updated calendar as necessary. Additional assigned readings will be provided in class.*

| Date | Topic | Activities/Assignments | Assignment Due |
| --- | --- | --- | --- |
| **Class #1**  **8/20** | **Class Introduction** | Review Syllabus and course overview |  |
| **Class #2**  **8/22** | **Career Theory** | Self-Concept Theory |  |
| **Class #3**  **8/27** | **Self-Assessment:**  **The Basics** | An overview of why assessments can be beneficial in helping you choose a major | **Journal #1 Due** |
| **Class #4**  **8/29** | **Self-Assessment: Interests** | Assessing personality traits using the John Holland inventory (SII) | **Complete SII online by 11:59pm and put screenshot of confirmation screen on Canvas.** |
| **9/3** | **NO CLASS** | NO CLASS |  |
| **Class #5**  **9/5** | **Self-Assessment:**  **Skills** | How skills and interests impact career development  Using iSeek.org for career skills assessment | **Journal #2 Due**  **At 11:59pm** |
| **Class #6**  **9/10** | **Self-Assessment: Personality** | How personality and self-esteem impact career development | **Complete TypeFocus online by 11:59pm and put screenshot of confirmation screen on Canvas.** |
| **Class #7**  **9/12** | **Self-Assessment: Values** | How values and qualities impact major choices  Complete Work Values and Personal Values worksheets in class (10 points) |  |
| **Class #8**  **9/17** | **MBTI** | MBTI (TypeFocus) Interpretation: AU Career Counselor will discuss implications for career development.  **(Class absence will result in an assignment grade of ZERO)** | **Bring printed TypeFocus results to class** |
| **Class #9**  **9/19** | **Options Knowledge: What does Auburn have?** | Continuation of Professionalism, an overview.  Exploration of majors offered at Auburn  Explore the Career Center’s website and review the link of “What Can I Do with a Major In”  Discuss available campus resources  Auburn Colleges Group Project discussed\*\*\* | **Bring computer to class**  **Journal #3 Due**  **At 11:59pm** |
| **Class #10**  **9/24** | **Options Knowledge: Exploring Career Resources on Campus** | **Guest Speaker** from the AU Career Center | **Journal #4 Due** |
| **Class #11**  **9/26** | **Practical Knowledge:**  **Finding Opportunities** | Getting from College to Career: Chapter 8, Find Opportunities |  |
| **Class #12**  **10/1** | **SII** | John Hollands (SII) Interpretation: AU Career Counselor will bring class results and discuss implications for career development.  **(Class absence will result in an assignment grade of ZERO)** | **Journal #5 Due** |
| **Class #13**  **10/3** | **Options Knowledge: Exploring & Researching Careers** | Bring laptops to class. Break off into groups for Auburn Colleges Project |  |
| **Class #14**  **10/8** | **CASVE Cycle: Knowing how you make decisions** | Introduction of the CASVE Cycle Discussion | **Journal #6 Due** |
| **Class #15**  **10/10** | **CASVE Cycle: Knowing how you make decisions** | Continuation of the CASVE Cycle  Discussion of Decision Making/ CASVE Paper |  |
| **Class #16**  **10/15** | **Auburn Colleges Group Project** | Group Presentations | **\*ALL presentations are due BEFORE class on this date** |
| **Class #17**  **10/17** | **Auburn Colleges Group Project** | Group Presentations |  |
| **Class #18**  **10/22** | **Auburn Colleges Group Project** | Group Presentations |  |
| **Class #19**  **10/24** | **Practical Knowledge: Intro to Professionalism** | How to transition from being a student to being a professional  Develop an email signature in class and communicate professionally over email  Chapter 2: Stop Being a Student and Start Being a Professional | **Decision Making/ CASVE Paper Due** |
| **Class #20**  **10/29** | **Practical Knowledge: Getting Experience** | Getting from College to Career: Chapter 5,  Gain Real World Experience lecture and class discussion | **Journal #7 Due** |
| **Class #21**  **10/31** | **Practical Knowledge: Interview Skills** | Interview Skills Development |  |
| **Class #22 11/5** | **Practical Knowledge: Interview Skills** | Getting from College to Career: Chapter 9, Overprepare for Interviews  Activity: Role-play mock interviews (10 points) |  |
| **Class #23**  **11/7** | **Practical Knowledge: Resume** | Building a resume: The do’s and don’ts of developing a resume  Chapter 7: Market Yourself on Paper and Online  Developing a Curriculum Vitae |  |
| **Class #24**  **11/12** | **Practical Knowledge: Networking** | Getting from College to Career: Chapter 4, Talk. Listen. Repeat.  Understanding the importance of networking |  |
| **Class #25**  **11/14** | **Academic Major Presentations** | Student Presentations | **\*ALL presentations are due BEFORE class on this date** |
| **11/19-11/21** | **NO CLASS** | NO CLASS |  |
| **Class #26**  **11/26** | **Academic Major Presentations** | Student Presentations | **Optional Extra Credit Journal #8 Due** |
| **Class #27**  **11/28** | **Academic Major Presentations** | Student Presentations | **Professional Development Project Due** |
| **Class #28**  **12/3** | **Academic Major Presentations** | Student Presentations |  |
| **Class #29**  **12/5** | **Course Wrap-up** | Review career theories and individual developments made in class |  |

## GRADING

**Assignments Maximum Points**

Reflection Journals (7, 10 pts each) 70

MBTI & Interpretation Attendance 25

SII & Interpretation Attendance 25

Auburn Colleges Group Project 40

Academic Major Presentation 50

Professional Development Project 40

Decision-Making/CASVE Paper 50

In-Class Assignments/Quizzes 40

In-Class Participation 100

Extra Credit Journal 10

**Total: Sub-total: \_\_\_\_\_\_\_\_\_\_\_**

**Bonus Points Earn + \_\_\_\_\_\_\_\_\_\_\_**

**Final Points: \_\_\_\_\_\_\_\_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Scale:**

A: 396-440

B: 352-396

C: 308-351

D: 264-307

F: 263 and below