**COUN 1000-001**

Career Orientation & Exploration

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information

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Office Hours

**By Appointment**

**Location: Haley Center**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000-001

**Course Title: Career Orientation & Exploration**

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times:

Class Location: Haley Center Room 1435

Instructor:

Office: Haley Center Room

Office Hours:

**E-mail:**

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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 your 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.

## OBJECTIVES:

1. Students will explore interests, values, and personality in relation to academic and life planning.
2. Students will research a selected major and related career.
3. Students will increase their knowledge of the skills and experiences that are attractive to future employers.
4. Students will learn to utilize websites and other resources to begin making educated career choices.

**ASSIGNMENTS & READINGS:**

To make this class meaningful and useful, you must keep up with the readings and assignments as outlined in this syllabus. 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 myriad opportunities available to you as a student-athlete 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 powerpoints that is not from your assigned textbook. You will be responsible for this supplemental information.

**REQUIRED TEXTBOOK:**

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

**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. These assessments are designed to foster insight into the career options that best match your unique interests and personality traits.

**COURSE POLICIES:**

1. Students are expected and required to attend all classes and to arrive on time unless pre-approved by instructor. Attendance is vital to your success in this class; therefore,attendance is required. **Students are allowed to miss 1 day of class for personal reasons without grade penalty.** Two or more absences will result in grade deduction. *See grading policy for outline of points.*
2. Policies regarding excused absences (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. All electronic devices including, but not limited to, cell phones, Ipod, mp3 players, IPad, laptop and tablets *must* be turned off before class starts. Please do not use any of these devices during class!
4. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
5. Written reports will be submitted to the instructor typed (size 12 font) and double-spaced via **Canvas**. All reading and assignments are due prior to the beginning of class as outlined on canvas.
6. Students are responsible for initiating arrangements for missed work.
7. **Make-up** **Policy:** No in-class assignments, take-home assignments, or quizzes will be accepted late. The only exception is of extreme emergencies with proper documentation or if previous arrangements have been made to turn an assignment in early in the case of a planned absence. All other major assignments that are listed on the syllabus/schedule will be docked half a letter grade for each day that the assignment is late. The MBTI and SII will require a make-up paper if the student is absent from class and/or fails to complete the assessment by the due date. *See Canvas for instructions.*
8. **Late assignments will be penalized half a letter grade for each day that the assignment is late.**
9. **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).
10. **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/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=V5-5lfN_aUGOpxaYu9zxApfCOnZpCs8IwxHZ5CXw6SmVmISsC4PxOSZAIh7nY6_nrKbaVscmGow.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)
11. **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.

1. At any time throughout this class, if you would like to meet with me about your career plans or issues/difficulties you are having regarding your career decision-making or job search, 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. **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.

**Class Calendar: Topics and Assignments**

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

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| **Date** | **Topic** | **Activities/Assignments** | **Assignment/**  **Readings Due** |
| **Class #1**  **TH 1/15/15** | **Class Introduction** | Review Syllabus and class introductions |  |
| **Class #2**  **TU 1/20/15** | **Career Development** | Learn about Self-Concept Theory and discuss “Getting Started” in career searching | **Read Chapter 1** |
| **Class #3**  **TH 1/22/15** | **Issues in the Working World Today** | Class discussion of current events related to students’ specific career interest areas |  |
| **Class #4**  **TU 1/27/15** | **Program Speaker** | Guest Speaker: TBA |  |
| **Class #5**  **TH 1/29/15** | **Personality & Career Choices** | How personality impacts career development  Assessing personality traits using the John Holland inventory  Take MBTI at home | **Journal Entry 1 Due** |
| **Class #6**  **TU 2/3/15** | **MBTI** | MBTI interpretation by CC  Guest Speaker: AU Career Counselor will bring class results and discuss implications for career development |  |
| **Class #7**  **TH 2/5/15** | **Values & Qualities** | How values and qualities impact career development  Complete Work Values and Personal Values worksheets in class |  |
| **Class #8**  **TU 2/10/15** | **Values, Career Decision & Satisfaction** | Class discussion of chapter 3 | **Read Chapter 3** |
| **Class #9**  **TH 2/12/15** | **Skills & Interests** | How skills and interests impact career development  Using iSeek.org for career skills assessment  Complete SII by today | **Journal Entry 2 Due** |
| **Class #10**  **TU 2/17/15** | **SII** | SII interpretation: AU Career Counselor will bring class results and discuss implications for career development |  |

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| **Class #11**  **TH 2/19/15** | **Utilizing AU Career Center** | Guest Speaker: AU Career Center to discuss available campus resources |  |
| **Class #12**  **TU 2/24/15** | **What does Auburn have?** | 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” |  |
| **Class #13**  **TH 2/26/15** | **Starting Your Personal Brand** | How to transition from being a student to being a professional  Develop an email signature in class  Class discussion of Chapter 2 | **Read Chapter 2**  **Journal Entry 3 Due** |
| **Class #14**  **TRANSITION CONFERENCE**  **TU 3/3/15** | **Exploring & Researching Academic Majors** | NO CLASS  Continue working on Academic Paper and complete advisor interview | **Email instructor with your email signature** |
| **Class #15**  **TH 3/5/15** | **Exploring & Researching Careers** | Using Occupational Outlook Handbook and O\*NET to learn about careers    Class discussion of Chapter 6 | **Read Chapter 6**  **Journal Entry 4 Due**  *Resume Rough Draft Group 1 Due (10am class)* |
| **Class #16**  **TU 3/10/15** | **Importance of Networking** | Understanding the importance of networking and how to begin networking as a student  Class discussion of Chapter 4 | **Read Chapter 4**  *Resume Rough Draft Group 1 Due (11am class)* |
| **Class #17**  **ACA CONFERENCE**  **TH 3/12/15** | **Preparing a Resume** | Building a resume: Start developing resume in class    Class discussion of Chapter 7 | **Journal 5 Due**  **Read Chapter 7** |
| **Class #18**  **TU 3/17/15** | **Preparing a Resume** | Building a resume: The do's and don'ts of developing a resume | **Academic Research Paper Due** |
| **Class #19**  **TH 3/19/15** | **Preparing a Resume** | Building a resume | *Resume Rough Draft Group 2 Due (10 and 11am class)* |
| **Class #20**  **TU 3/24/15** | **SPRING BREAK** | NO CLASS MEETING |  |
| **Class #21**  **TH 3/26/15** | **SPRING BREAK** | NO CLASS MEETING |  |
| **Class #22**  **TU 3/31/15** | **Preparing for an Interview** | Interviewing skill development  Class discussion of Chapter 9 | **Journal Entry 6 Due**  **Read Chapter 9**  *Resume Rough Draft Group 3 Due (10am class)* |
| **Class #23**  **TH** **4/2/15** | **Practice Interviews** | **Interview Activity:** Complete Interview Worksheet in pairs during class | *Resume Rough Draft Group 3 Due (11am class)* |
| **Class #24**  **TU** **4/7/15** | **Workforce Development** | Understanding Others in Career,  Teamwork & Communication | **Final Resume Due** |
| **Class #25**  **TH 4/9/15** | **What Does the Future Hold For Me** | *Complete Job and Internship Applications in class*  Learn how to find real opportunities in the real world | **Journal 7 Due** |
| **Class #26**  **TU** **4/14/15** | **Planning Career Goals** | Career Planning & Long Term Career Goals |  |
| **Class #27**  **TH** **4/16/15** | **Career Presentations** | Student Presentations | **ALL ppt presentations due online by 10am** |
| **Class #28**  **TU** **4/21/15** | **Career Presentations** | Student Presentations | **Journal Entry 8 Due** |
| **Class #29**  **TH 4/23/15** | **Career Presentations** | Student Presentations |  |
| **Class #30**  **TU** **4/28/15** | **Career Presentations** | Student Presentations | **5 Year Plan Due** |
| **Class #31**  **TH** **4/30/15**  **LAST DAY** | **Creative Career Project Presentations** | **Last day of class**    Full class presentation of final project | **Final Creative Career Project Due** |

**ASSIGNMENTS:**

1. **Current Events Articles**

Students will be required to discuss 2 separate current event articles throughout the semester. These articles will connect current events, the career field of the student’s choice, and the topic of discussion in class. The instructor will provide further specifications on topics in class.

Locate any article (newspaper, magazine, online journal) pertaining to the specific topic of discussion provided by the instructor. You are to read, print and bring the article to class and be prepared to discuss:

* 1. Key Factual information contained within the article
  2. The implications of that information for future employees

*Please submit the link to your article on Canvas, prior to coming to class if using electronic article version. Also, bring in a hard copy of the article to share in class.*

1. **Academic Major Research Paper**

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 paper should be 3-6 pages. Your paper 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. **Interview Worksheet**

The Interview Worksheet will be posted on Canvas. This assignment will be completed in class, therefore, attendance is mandatory to receive full credit for the assignment. Students will be required to prepare for this assignment outside of class time. The instructor will give further instructions in class before the due date.

1. **Resume**

You are to develop a working resume.

Your resume should include the following information:

* + 1. Contact Information
    2. Objective Statement
    3. Education
    4. Experience
    5. Skills

As part of your total grade for this assignment, you must turn in at least one rough draft along with your final draft. All students are **required** to make an appointment with the career center to receive revisions on the rough draft. Business students will need to make an appointment with their business career advisor instead. Students must provide a signature from an individual at the career center either on the rough draft or on another piece of paper stating that you utilized the career center specifically for resume writing.

1. **5 Year Plan**
   1. You are to create and develop a plan for yourself for the next 5 years. You may format this paper however you would like, just make sure to include all of the required information and explain your statements out. An outline is provided on Canvas and is *highly recommended* that you follow the provided outline. As discussed in class, goals should be realistic, measurable, and achievable for each year. **Five page minimum.** This assignment is to be mostly reflective therefore, it will be time consuming…begin working on this early. The following outline should be completed for the next 5 years:
   2. Your plan
   3. Year 1…
      1. Employment/Volunteer aspirations
      2. Educational aspirations

Plan of Study

Expected Graduation date

* + 1. Possibility of graduate school *(where are you considering attending & what would you like to study)*
    2. Financial aspirations
    3. Personal aspirations *(family, goals)*
    4. Personal relationships *(friends, dating, how will you choose these individuals, what values do you want them to have)*
    5. Do you plan to do any community service?
    6. How you will attain your goals
    7. How your goals may assist you in being more successful in the future
    8. How your values and interests play into your plan
    9. A brief backup plan if things do not go the way you expect

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 8 journals throughout the semester. You may choose to be reflective of your learning experiences OR you may choose to write on one of the provided topics below.
   2. Each journal should be at least 1 page in length. Less than one full page will result in points deduction.
   3. Please submit your updated journal on designated days via Canvas.
   4. Topics:
      1. A Look Into the Crystal Ball

Answer and reflect on the following questions

* + - * 1. In the best of scenarios, what do you see as the perfect career for yourself?
        2. What is it about the career that is most appealing to you?
        3. Do you believe your ideal career to be a realistic choice?
        4. What short-term educational goals should you set now to point you toward the achievement of your dream career?
    1. Money vs. Happiness

Which is more important to you? Which would you rather have if you could only one & why?

* + 1. Heroes

Identify at least 3 Career 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. John Holland Code

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.

* + 1. Personal Values/Work Values Worksheets

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?

* + 1. MBTI Reflection

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?

* + 1. SII Reflection

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?

* + 1. Guest Speaker: Career Center Orientation OR Interview Skills

Did you learn anything new from the guest speaker? What is something that the guest speak 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/learning new interview skills? How or how not? Do you think this is a relevant speaker for future classes?

1. **Final - “Creative” Career Project**

You are to research 2 careers of interest to you. Each of the careers should be in a different career field. You must use at least 2 different sources of information when gathering your information. At least one source must be from the Occupation Outlook Handbook: http://www.bls.gov/oco/ , print out the pdf information handout of each career you are researching and include it with your final presentation. You may also interview a professional from each career that you are researching as an additional source.

*This is a creative project.* You may choose to make a poster-style presentation, create a notebook/file folder, etc. However, students must approve the means of their presentation by the instructor before it is due. The following sections must be present in your final project. Attendance for this mandatory. Significant points will be deducted from any student who is absent from class on this day.

* + 1. General Information about the career
    2. Significant points or facts about the career
    3. Nature of the work, what someone does in this field
    4. Working Conditions
    5. Earnings
    6. Advancement Opportunities
    7. List the skills, background, training and education needed
    8. Job Outlook: is it growing? Stable?
    9. Related occupations
    10. In 2016, describe the kind of earnings you could expect to make starting out, as well as the overall average salary.
    11. Include other facts that you found interesting anything in your research that surprised you or inspired you to do further research).
    12. If you conducted an informational interview with a professional in the field: Describe the person you interviewed and some key points you learned through the interview.
    13. Discuss why you chose this field. Are you still interested in it after learning more about it?
    14. Does this career satisfy your work values? (from in class activities)

1. **Career Presentation**

You will choose 1 career that is of interest to you. This career must not be the same as the two careers used in the “Creative” Career Project. You will have 5-7 minutes for your presentation which must include a digital visual aid (power point, prezi). You are welcome and encouraged to be creative! A suggested outline for the content of the presentation is provided below; you may change the order around if you wish, just be sure to include the main points. Please submit your power point or prezi presentation to Canvas.

***For this presentation, you must be dressed in Professional Business Attire!***

Content:

* + 1. Clearly describe the career field on which you are presenting.
    2. Describe what someone does in this field, that is, the nature of the work.
    3. Describe where the work typically takes place, that is, the working conditions.
    4. List the skills, background, training, and education needed to work in this field.
    5. Describe the job outlook for this field. Is it growing? Stable?
    6. In 2020, describe the kind of earnings you could expect to make starting out, as well as the overall average salary.
    7. Include other facts that you found interesting (including related occupations, benefits advantages to that line of work, anything in your research that surprised you or inspired you to do further research).
    8. If you conducted an informational interview with a professional in the field: Describe the person you interviewed and some key points you learned through the interview.
    9. Discuss why you chose this field. Are you still interested in it after learning more about it?
    10. Does this career satisfy your work values (from the work values activity 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 given as the instructor feels necessary. Therefore, there will be NO MAKE UPS allowed for these assignments/quizzes.

1. **Class Participation**

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

**GRADING**

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| **Assignments** | **Maximum Points** | **Earned Points** |
| Current Event Articles (2 x 10 pts each) | 20 |  |
| Reflection Journals (8 x 5 pts each) | 40 |  |
| Academic Research Paper | 45 |  |
| Interview Worksheet | 35 |  |
| Resume  Rough Draft 20 pts,  Final Draft 30 pts | 50 |
| 5 Year Plan | 40 |  |
| Career PowerPoint Presentation | 40 |  |
| Final “Creative” Career Project | 60 |  |
| In-Class Participation/  Assignments/Quizzes | 50 |  |
| Attendance (27 days x 3.7pts each) | 100 |  |

**Total: 480 Sub-total: \_\_\_\_\_\_\_**

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

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

**Final Grade:­­­\_\_\_\_\_\_\_**

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| --- | --- |
|  | **Grading Scale:**  A: 432-480  B: 384-431  C: 336-383  D: 288-335  F: 287 and below |