**COUN 1000-EA2**

Career Orientation & Exploration

**Monday/ Wednesday**

**10-10:50 am**

**Spring 2019**

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

**College of Education**

Instructor Information

**Tammy W Montgomery, MS, APC, NCC**

**twm0027@auburn.edu**

Office Hours

**Location: Haley Center Room 2070**

**Monday 11 – 12; and 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: EA2

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Monday/ Wednesday 10-10:50 am

Class Location: Haley 2346

Instructor(s): Tammy W Montgomery, MS, APC, NCC

Office: Haley Center, Room 2070

Office Hours: Monday 11 am - 12 pm or by appointment

E-mail: [twm0027@auburn.edu](mailto:twm0027@auburn.edu)

**Date Syllabus REVISED: August 2018; October 2018; December 2018**

## 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.

## 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. 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.

## REQUIRED TEXTBOOK:

Getting From College to Career: Your Essential Guide to Succeeding in 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. Additional readings will be posted on Canvas.

## ASSESMENTS:

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 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.

## 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 should remember that when you are absent you miss out on in-class assignments that cannot be made up later. These assignments are a part of your class participation grade.
2. 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.
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 and out of sight. Please do not use any of these devices for personal use during class!
4. Students are not allowed to have any food during class time. Water and drinks are allowed, however, if you make a mess, then it is your responsibility to clean it up.
5. Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
6. 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.
7. Students are responsible for initiating arrangements for missed work **within one week** of the missed assignment.
8. **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. Please see the following sections for further clarification.

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.**

1. **Make-up** **Policy:** No in-class assignments, take-home assignments, or quizzes will be accepted late or allowed to be made-up. 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. No assignment will be accepted for grading past the due date. This *includes* the SII, MBTI, presentations, and final projects.
2. **Late assignments will be accepted, but full credit will NOT be earned.**
3. **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).
4. **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/.
5. **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 24 - 48 hours to respond to an email.
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.

## ASSIGNMENTS:

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 six (6) journals throughout the semester via Canvas. 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, Times New Roman, 12 pt. font. Less than one full page will result in point deductions.
   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).

**d. Reflective Journals:**

**Motivation: What drives you? (Journal 1)**

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

factors impact your time here?

**ii.** 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.

**iii.** 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?

**Personal Values/Work Values Worksheets (Journal 2)**

-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?

**MBTI Reflection (TypeFocus) (Journal 3)**

-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?

**Guest Speaker (Journal 4)**

-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 and different areas of the Auburn campus? How or how not? Do you think this is a relevant speaker for future classes?

**SII Reflection based on John Hollands Code (Journal 5)**

-What is your Holland Code? What does this code mean to you?

-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?

**A Look into the Crystal Ball (Journal 6)**

-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?

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. 8-10 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 (SII) and Type Focus (MBTI) 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. **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 necessarily change in accordance with the respective speaker’s availability. You will be given an updated calendar as necessary.*

| Date | Topic | Activities/Assignments | Assignment Due |
| --- | --- | --- | --- |
| **Class #1**  **Jan. 9th** | **Class Introduction** | Review Syllabus and course overview |  |
| **Class #2**  **Jan. 14th** | **Career Theory** | Self-Concept Theory-class discussion on Maslow’s pyramid/ Life Stages |  |
| **Class #3**  **Jan. 16th** | **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.** |
| **Class #4**  **Jan. 21st** | **Dr. M.L. King, Jr. Day** | **No Class** |  |
| **Class #5**  **Jan. 23rd** | **Self-Assessment: Skills: Transferrable Skills: Teamwork & Communication** | How skills and interests impact career development; Discussion and Activity: Communication, Teamwork, Problem  Solving, Social Skills  Using iSeek.org for career skills assessment | **Journal #1 Due**  **At 11:59pm** |
| **Class #6**  **Jan. 28th** | **Self-Assessment: Personality** | How personality and self-esteem impact career development | **Complete Type Focus online by 11:59pm and put screenshot of confirmation screen on Canvas.** |
| **Class #7**  **Jan. 30th** | **Self-Assessment: Values** | How values and qualities impact major choices  Assignment:  Complete Work Values and Personal Values worksheets in-class (10 points) | **Journal #2 Due** |
| **Class #8**  **Feb. 4th** | **MBTI** | **MBTI 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 OR a screen-shot of the results** |
| **Class #9**  **Feb. 6th** | **Options Knowledge: What does Auburn have?** | Continuation of Professionalism, an overview.  Exploration of majors offered at Auburn  Auburn Colleges Group Project discussed\*\*\* | **Journal #3 Due** |
| **Class #10**  **Feb.11th** | **Resources on Campus / Career Seeking** | **Guest Speaker** |  |
| **Class #11**  **Feb. 13th** | **Options Knowledge: Exploring & Researching Careers** | Bring laptops to class. Break off into groups for Auburn Colleges Project | **Journal #4 Due** |
| **Class #12**  **Feb. 18th** | **SII** | **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)** |
| **Class #13**  **Feb. 20th** | **Options Knowledge: Exploring & Researching Careers / CASVE Cycle** | Bring laptops to class. Break off into groups for Auburn Colleges Project  Introduction of the CASVE Cycle Discussion | **Journal #5 Due** |
| **Class #14**  **Feb. 25th** | **CASVE Cycle: Knowing how you make decisions** | **Distance Learning-** Discussion Board Reflection ....Respond to You tube video questions and 1 other classmate | **Due Feb. 27th @ 8am** |
| **Class #15**  **Feb. 27th** | **Auburn Colleges Group Project** | Group Presentations | **\*ALL presentations are due BEFORE class on this date—Auburn Colleges Group Project** |
| **Class #16**  **March 4th** | **CASVE Cycle: Knowing how you make decisions** | **Distance Learning** --Finish up Decision Making/ CASVE outline: Writing Day- Mell Building or LRC |  |
| **Class #17**  **March 6th** | **Auburn Colleges Group Project** | Group Presentations |  |
| **Class #18 / #19**  **March 11th - 15th** | **Spring Break** | Enjoy your break! |  |
| **Class #20**  **March 18th** | **Auburn Colleges Group Project** | Group Presentations |  |
| **Class #21**  **March 20th** | **Auburn Colleges Group Project** | Group Presentations | **Decision Making/ CASVE Paper Due** |
| **Class #22**  **March 25th** | **Practical Knowledge: Intro to Professionalism** | Chapter 2: Stop Being a Student and Start Being a Professional  (SQ3Rs) |  |
| **Class #23 March 27th** | **Practical Knowledge: Getting Experience** | Chapter 5: Gain Real World Experience class discussion  Chapter 8: Find Opportunities  SQ3Rs | **Journal #6 Due** |
| **Class #24**  **April 1st** | **Practical Knowledge: Interview Skills** | Chapter 9: Overprepare for Interviews  SQ3Rs Rotation Presentation |  |
| **Class #25 April 3rd** | **Practical Knowledge: Interview Skills** | Interview Skills Development  Activity: Role-play mock interviews | **Quiz over Chapters 2, 5, 8, 9** |
| **Class #26**  **April 8th** | **Practical Knowledge: Resume** | Chapter 7: Market Yourself on Paper and Online-  Develop proper Email, Curriculum Vitae, or Resume --- The do’s and don’ts of developing a resume |  |
| **Class #27**  **April 10th** | **Practical Knowledge: Networking** | Chapter 4: Talk. Listen. Repeat.  Understanding the importance of networking | **\*Academic Major Presentations due BEFORE class on this date** |
| **Class #28**  **April 15th** | **Academic Major Presentations** | Student Presentations/ Feedback  (5 minutes) |  |
| **Class #29**  **April 17th** | **Academic Major Presentations** | Student Presentations/ Feedback |  |
| **Class #30**  **April 22nd** | **Academic Major Presentations** | Student Presentations/Feedback | **Professional Development Project Due** |
| **Class #29**  **April 24th** | **Academic Major Presentations** | Student Presentations/Feedback |  |
| **Class #30**  **April 29th** | **Wrap-up of Course** | Course Wrap-up/ **Complete Instructor Evaluation** |  |

**\*\*\*\*The syllabus/schedule may be revised to accommodate the needs of assignment requirements. Proper notification will be given if any change in schedule or assignments occurs.**

## GRADING

**Assignments Maximum Points**

Reflection Journals (6, 10 pts each) 60

MBTI & Interpretation Attendance (12.5/ 12.5 pts each) 25

SII & Interpretation Attendance (12.5/ 12.5 pts each) 25

Auburn Colleges Group Project 40

Academic Major Presentation 50

Professional Development Project 40

Decision-Making/CASVE Paper 50

Assignments/Quizzes 60

In-Class Participation 100

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

**Bonus Points: \_\_\_\_\_\_\_\_\_\_**

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

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

**Grading Scale:**

A: 405-450

B: 360-404

C: 315-359

D: 270-314

F: 269 and below