**AUBURN UNIVERSITY**

**Spring 2023 SYLLABUS**

UPDATED: Jan 11, 2023

Course Number: COUN 1000-D01

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: NA

Class Location: Online Portal, Canvas

Instructor(s): Shirnelle Wilks M.S.Ed.

Office: Virtual

Office Hours: Friday 8am-9am am or by appointment

E-mail: szw0125@auburn.edu

## 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.

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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.* |

## 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 Auburn colleges and learn about Career Center Resources.
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:

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

## ASSESSMENTS:

Each student will be required to complete personal and career assessments during this course. This may include 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 instructor reserves the right to replace the SII with a similar inventory not to exceed $30. Students are asked to wait to be notified by the instructor before purchasing the SII.***

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. **Participation:** Students are expected and required to watch online lectures, attend Zoom meetings (with audio AND video enabled) if applicable, and participate in various activities. Watching recorded lectures is vital to your success in this class; therefore, **reviewing lectures is required for this class***.*
2. **Absences:** Policies regarding excused absences and tardiness (as per the criteria listed in the *AU Tiger Cub*) are as follows:
   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. **Electronic Devices:** All electronic devices including, but not limited to, cell phones, iPod, mp3 players, iPad, laptop and tablets are expected to be used only for class purposed while in class meetings. The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Exceptions can be made on a case-by-case basis under emergencies and if conditions warrant. Students should speak with the instructor should a situation arise.
4. **Food:** 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. During Zoom sessions, students should refrain from eating during the 50-minute class session to minimize unnecessary distractions.
5. **Incomplete Grades:** Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.
6. **Assignment Format:** Written reports will be submitted to the instructor typed (Times New Roman, size 12 font, Word document) and double-spaced via **Canvas**. Additional guidance and format requirements may be given for specific assignments.
7. **Assignment Due Dates and Submission Policy:** Major Announcements for the week will be posted no later than 8:00 am CST. Most assignments for this course are due on Canvas by 11:59 pm CST on Sunday of the assigned week. Assignments will be opened at least one week in advance of the due date. 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:**Unexcused late assignments will NOT be accepted.
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. **Communication/Appointments:** 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 class content or other issues affecting your success in this class, please feel free to visit me during my office hours or set up an individual appointment by email. Please allow me 24 hours to return emails and I will not respond to emails after 8 PM. All students must use their Auburn email to communicate with me. Please consider all communication with me through email as a professional communication.
2. **Extra Credit Opportunities:** I may present you with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points. Extra credit, if offered, will be available to all students, not just a single individual.

**SONA Extra Credit:** The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please email sona@auburn.edu. For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu)

**COVID-19 Policies:**

**Health and Participation in class**

Your health and safety, and the health and safety of your peers, are my top priorities. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**Course Expectations Related to COVID-19**

* **Face Coverings**:As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

**Course Delivery Changes Related to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

## ASSIGNMENTS:

1. **Discussion Boards:**

You are required to participate in 4 discussion boards throughout this semester. You must create an original post (3-5 sentences) answering the discussion board prompt. In addition, you must respond to at least 2 peers. Answers to peers must include a thoughtful response of a minimum of two sentences. Additional information/requirements may be found in each individual discussion board.

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 participate in four (4) journals throughout the semester via Canvas. You may choose to complete one extra journal to receive additional credit towards your final grade. You will be provided with Journal prompts as outlined in Canvas.
   2. Each journal should be typed in a Word document, at least 1 page in length, Times New Roman, 12 pt. font. and double spaced. Less than one full page will result in point deductions.
   3. Journal entries are to be submitted via Canvas ***by 11:59 PM*** on the specified due date (see assignment calendar for specific due dates).
2. **Assessments:**

During this semester, you will complete various assessments. These assessments are designed to help you learn more about yourself and your preferences. These assessments may include but are not limited to:

-John Holland Code (completed through O\*NET)

-Personal Values/Work Values Worksheets

-Myers-Briggs Type Indicator (MBTI)

-Strong Interest Inventory (SII)

-Type Focus II Assessment

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. **Career Presentation**

You are to research a specific career. This may be a career of your choice or one that you are interested in. Following is an outline of suggested main points to include:

* Clearly state the career field on which you are presenting
* Describe what someone does in this field (nature of work)
* What skills/background/training/major/degree(s) are needed to work in this field?
* What’s the job outlook for this field (Is it growing? Is it stable?)
* What kind of earning per year (round off) could you expect starting out?
* Facts you found interesting?
* Why you chose this field and are you still interested in it after you’ve learned more about it?
* Does this career field satisfy your work and personal values?

**Presentation:** 5 minutes minimum time. \*\*In order to earn the maximum number of points for this presentation, you NEED to have a visual “prop” (poster, handout, etc.) to make the presentation more interesting, entertaining, and/or educational.\*\*

I have included the Grading Sheet that is used for your presentation. This should give you a CLEAR understanding of what I am looking for in your presentation.

**Career Presentation Grading Sheet**

1. Must have a visual aid. Is it creative? Does it relate to theme of presentation? **\_\_\_\_\_\_(Out of 5 points – looking for creativity)**
2. Career topic clearly stated and description of nature of work? **\_\_\_\_\_\_(Out of 5 points)**
3. Background information presented (skills, training, needed). **\_\_\_\_\_\_(Out of 5 points)**
4. Discuss the major associated with the career. Remember to state specifics. **\_\_\_\_\_\_(Out of 5 points)**
5. Discussed outlook and job earning regarding career. **\_\_\_\_\_\_(Out of 5 points)**
6. Is interest/lack of interest stated in the presentation? **\_\_\_\_\_\_(Out of 5 points)**
7. Mention how this career related to your work and personal values. **\_\_\_\_\_\_(Out of 5 points – state your values and why)**
8. Information obtained from the career center or a professional in the field.

**\_\_\_\_\_(Out of 5 points)**

1. Presentation is polished and engaging.

**\_\_\_\_\_\_(Out of 10 points)**

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

OPTION ONE: THE WORKING RESUME

Develop a working resume. Your resume should include the following information:

-Cover Letter   
-Contact information  
-Objective statement  
-Education  
-Experience  
-Skills

OPTION TWO: THE BACK UP PLAN

Imagine the job you have planned for and gone to college for is no longer an option to you.

Create a two-page paper on a NEW career that interests you. This career cannot fall under the same category as the career you have already planned for in your Career Project.   
Your Paper should include the following information:  
-Clearly describe the new career field you have researched.  
-Describe what someone does in this field, that is, the nature of the work.  
-List the background, training, and education needed.  
-Describe the kind of earnings you could expect to make starting out as well as the  
average salary.  
-Discuss why you chose this field. How is it different from the previous one you chose. Is this a career you can find locally where you live, or would you have to move somewhere else? How do you feel about this new career?

OPTION THREE: THE COVER LETTER   
Go to the Auburn Employment page and search for a student job. Pick one you like. Then go to pages 31 and 32 of the Auburn Job search guides to see examples of cover letters.

Create a cover letter for the job you picked. Make sure to the link to your job in the assignment window and upload your cover letter which you will create in a word document.

1. **One-Year Action Plan**

Create a one-page paper about your short-term goals for the coming year. If everything goes well, what will Fall 2022 look like? What will you know about yourself then? What decisions will you have made? What steps do you need to take this year to accomplish these goals?

1. **In-Class Assignments/Textbook Reading and Other Resources**

Each week you will receive assignments. On Mondays, Canvas announcement will detail assignments due and work for that week. The textbook readings will be assigned to coincide with what you will be learning for that week, so you will notice they may not necessarily be in order, nor will every chapter be covered. The textbook will serve as a guide during class and is a great resource to keep in your toolkit as you navigate both your academic and post-academic journey in the work industry. There may be time where I post PowerPoint slides or other documents for your reading to enhance learning for that week. All these will be posted to canvas. If extra credit is given during this semester, it will be posted in the announcements to canvas. In addition to Canvas announcements, you will find course materials included in modules for each week.

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**

## COURSE CALENDAR AND TOPICS:

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Discussions/Activities** | **Assignments &**  **Readings Due** |
| **Week 1**  **1/11** | Class Introduction | Review syllabus  Course Overview |  |
|  | Self-Concept Theory | The impact of self-knowledge on career and life planning  Career development theory | Assessment 1: Complete John Holland Code and upload screenshot to Canvas by 1/23 |
| **Week 2**  **1/17** | Self-Assessment: The Basics | How well do you know yourself?  Building positive self-image |  |
|  | Self-Assessment: Personality | Assessing personality traits using the John Holland Inventory | Reflective Journal 1:  John Holland Code  Due 1/30 |
| **Week 3**  **1/23** | Self-Assessment: Skills | What skills do you have?  What skills do you need? |  |
|  | Self-Assessment: Values | The impact of values on career and life planning  Complete Work Values and Personal Values worksheets in class | Assessment 2: Complete TypeFocus Assessment and upload screenshot to Canvas by 2/6  Reflective Journal 2:  Work Values and Personal Values 2/13 |
| **Week 4**  **Class 7**  **1/30** | MBTI | MTBI Discussion |  |
|  | MBTI | Continued discussion of MBTI  Auburn Colleges group project work time  (if time allows) | Reflective Journal 3:  TypeFocus.  Due Sunday 2/20 |
| **Week 5**  **2/6** | Options Knowledge: Career Resources on Campus | Guest Speaker from AU Career Center |  |
|  | Options Knowledge: What does Auburn offer? | Exploration of Majors and Minors offered at Auburn  Choosing a Major | Assessment 3: Complete SII and upload screenshot to Canvas by 2/27 |
| **Week 6**  **2/13** | Strong Interest Inventory (SII) | SII Interpretation: AU Career Counselor will bring class results and discuss implications for career development |  |
|  | Options Knowledge: Exploring & Researching AU Colleges | Break into groups for Auburn Colleges Project | Reflective Journal 4:  SII.  Due 3/5 |
| **Week 7**  **2/20** | CASVE Cycle: Knowing How You Make Decisions | CASVE |  |
|  | CASVE Cycle (continued) | Continue CASVE Cycle | Auburn Colleges Group Project: Post to Canvas by 3/20 |
| **Week 8**  **2/27** | Auburn Colleges Group Project | Group Presentations |  |
|  | Spring Break |  | Reflective Journal 5:  Career Decisions.  Due Sunday 3/27 |
| **Week 9**  **3/13** | Auburn Colleges Group Project | Group Presentations |  |
|  | Auburn Colleges Group Project | Group Presentations | Reflective Journal 6:  Heroes.  Due Sunday 4/3 |
| **Week 10**  **3/20** | Practical Knowledge: Introduction to Professionalism | How to transition from being a student to a professional  Developing an email signature |  |
|  | Practical Knowledge: Getting Experience | Getting from college to career  Accruing real-world experience | Reflective Journal 7:  Work Philosophy.  Due 4/10 |
| **Week 11**  **3/27** | Practical Knowledge: Resume | Building a resume/academic CV |  |
|  | Practical Knowledge: Interview Skills | Interview skill development | Professional Development Project: 4/17 |
| **Week 12**  **4/3** | Practical Knowledge: Networking | The importance of networking |  |
|  | Practical Knowledge: Networking & Managing Transitions | Networking  Managing transitions in your career life | All Presentation Slides: Post to Canvas |
| **Week 13**  **4/10** | Career Presentations | Student Presentations |  |
|  | Career Presentations | Student Presentations | Reflective Journal 8:  Assumptions.  Due Sunday 4/17 |
| **Week 14**  **4/17** | Career Presentations | Student Presentations |  |
|  | Career Presentations | Student Presentations | One Year Action Plan:  Post to Canvas by 4/24 |
| **Week 15**  **4/24** | Career Presentations | Student Presentations |  |
|  | Course Wrap-up | Review Individual Developments Made in Class | Extra Credit Journal:  Consolidating Learning.  Due 5/3 |

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| **Date** | **Topic** | **Discussions/Activities** | **Assignments &**  **Readings Due** |
| **1/11** | **Introductions** | **Getting to Know Each other** | **Intro Discussion Board 1:**  **Intro due by 1/19** |
| **Week 1**  **1/17** | **Review Syllabus** | **Review syllabus** | **Assessment 1: Complete John Holland Code and upload screenshot to Canvas by 1/23** |
| **Week 2**  **1/23** | **Career Theory** | **Self-Concept Theory**  **Assessing personality traits using the John Holland Method** | **Reflective Journal 1:**  **John Holland Code**  **Post reflection by Sunday 1/30** |
| **Week 3**  **1/30** | **Self-Assessment: The Basics** | **How well do you know yourself? The impact of self-knowledge/awareness on career/life planning** |  |
| **Week 4**  **2/6** | **Self-Assessment: Skills & Values** | **What skills do you have? What skills do you need?**  **The impact of values on career and life planning**  **Complete work values and personal values worksheets** | **Assessment 2: Complete TypeFocus Assessment and upload screenshot to Canvas by 2/6** |
| **Week 5**  **2/13** | **MBTI**  **Options Knowledge:**  **Career Resources on Campus** | **TypeFocus interpretation**  **University Career Center Overview** | **Reflective Journal 2: Work and Personal Values 2/13** |
| **Week 6**  **2/20** | **Options Knowledge: What does Auburn offer?**  **Exploring & Researching Careers** | **Exploration of majors offered at Auburn**  **Explore the Career Center’s website and review the link, “What Can I Do With This Major”** | **Assessment 3: Complete SII and upload screenshot to Canvas by 2/20**  **Reflective Journal 3:**  **TypeFocus.**  **Post reflection by Sunday 2/20** |
| **Week 7**  **2/27** | **Strong Interest Inventory (SII)** | **SII Interpretation Dates and Times TBA** | **Reflective Journal 4: Strong Interest Inventory 3/5** |
| **3/6-3/10** | **Spring Break** | **Enjoy Your Break!** |  |
| **Week 8**  **3/13** | **CASVE Cycle: Knowing How You Make Decisions** | **Watch Assigned Lectures:**  **CASVE Cycle** | **Auburn Colleges Project: Post to Canvas by Sunday 3/20** |
| **Week 9**  **3/20** | **Auburn Colleges Project** | **Presentations**  **(Watch and comment on Projects in Discussion board)** | **Reflective Journal 5:**  **Career Decision 3/20** |
| **Week 10**  **3/27** | **Practical Knowledge: Professionalism & Getting Experience** | **Watch Assigned Lectures:**  **Getting from college to career**  **Developing an email signature**  **Accruing real-world experience** | **Reflective Journal 6:**  **Heroes.**  **Post reflection by 3/27** |
| **Week 11**  **4/3** | **Practical Knowledge: Resume & Interview Skills** | **Building a resume/academic CV**  **Interview skill development** | **Reflective Journal 7: Work Philosophy 4/3** |
| **Week 12**  **4/10** | **Practical Knowledge: Networking** | **The importance of networking**  **LinkedIn** | **All Career Presentation Slides: due by 4/17**  **Reflective Journal 8: Assumptions** |
| **Week 13**  **4/17** | **Career Presentations** | **Student Presentations** | **Professional Development Project:**  **Post to Canvas by Sunday 4/17** |
| **Week 14**  **4/24** | **Career Presentations** | **Student Presentations** | **One Year Action Plan:**  **Post to Canvas by Sunday 4/24** |
| **Week 15**  **5/1** | **Course Wrap-up** | **Watch closing lectures** | Extra Credit Journal:  Consolidating Learning.  Due 5/3 |

## 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.*

**GRADING**

**Assignments Maximum Points**

Reflective Journals 10

Discussion Posts 10

Auburn Colleges Project 15

Career Presentation 15

Professional Development Project 10

One-Year Action Plan 10

Assessments: John Holland 10

Assessments: MBTI/TypeFocus 10

Assessments: SII 10

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

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

**Final Amount: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F  < 60 points