**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000

Course Section: D01

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): Heather Dorough Windham, M.Ed., NCC

Office: Online (Via Zoom)

Office Hours: Thursday 8:00 – 9:00am via Zoom or by appointment

E-mail: had0005@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.

## 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.

## COURSE REQUIREMENTS AND GRADING:

Final grades will be based on 2 requirements that total 600 points. (See chart in Grading Calculations.)

The requirements:

1. **6 Core Assignments** (50-100 points each; 500 points total) tied to each course objective for primary demonstration of content mastery. Students will engage in assessments, projects, group work, presentations, and reflection papers to demonstrate understanding of course objectives.
2. **Course participation** (100 points total) to encourage student engagement in lectures, readings, and course discussions. There will be numerous discussion boards and activities each week that serves as a low-stakes opportunity to engage with instructor and peers for feedback prior to submitting core assignments. These activities also give students the ability to apply material to their own learning.

## REQUIRED TEXTBOOK:

Pollak, L. (2012). *Getting From College to Career: Your Essential Guide to Succeeding in the Real World*, Revised Edition. ISBN: 9780062069276

## RECOMMENDED TEXTBOOK:

Johnston, S. M. (2015). *The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making*, 5th Edition. ISBN: 9780132481199

## CORE ASSIGNMENTS:

All written assignments should have 1-inch margins, use double-spaced lines, and the font should be Times New Roman at 12 pt. Written assignments except discussion posts should be uploaded in a Microsoft Word or PDF document only. Points will be deducted for not following the aforementioned formatting criteria.

1. **Assessments (100 Points)**

For this assignment, students will complete both the SII and MBTI assessments as well as a reflection paper.

**Assessment Information:**

1. SII & Interpretation

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 provided to the class at the time of the interpretation.

1. MBTI & 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.

**Reflection Information:**

 The reflection should be 3-4 pages in length and address **each of the following prompts**:

* What was the experience like working with the career center?
* 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?
	+ Speak about each of the top matches.

**Students are required to schedule and attend an individual meeting with a Career Coach following these assessments. Failure to attend a Zoom Meeting or individual appointment with a Career Coach will result in an assignment grade of ZERO for both SII and MBTI.**

1. **Auburn Colleges Group Project (100 Points)**

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 design and record their presentation to share with the class. The recording should be approx. 8-10 minutes. Each group presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Handouts to share with the class with information from the presentation are required to be uploaded with your presentation to Canvas. Each group member is expected to contribute evenly to the project. All group members will receive one overall grade based on the recorded presentation. Each group member is *required* to present some aspect of the group project. All projects must be submitted *via Canvas* *by the specified due date at time (see assignment calendar for specific due dates).* The instructor will provide students with an outline of the specific project requirements on Canvas.

1. **Academic Major Presentation (100 Points)**

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 must submit evidence of the meeting in your final submission (email agreement to meet, recording of meeting, etc.).** You may not interview a family member or friend. This presentation should be a 7-10 minute recording. You will record your presentation and upload the recording and the supplemental components to Canvas. The presentation must include use of multimedia, such as PowerPoint, Prezi, video, etc. Handouts to share with the class with information from the presentation are required to be uploaded with your presentation to Canvas.

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. **Decision-Making/CASVE Paper (100 Points)**

Write a 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 on Canvas.

1. **Professional Development Project (50 Points)**

Create a 3-page paper on a career that interests you. Your Paper should include the following information:

* Information on the selected career (2 page minimum):
	+ Clearly describe the career field on which you are presenting.
	+ 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.
* A reflection about this career (1 page minimum):
	+ Discuss why you chose this field.
	+ Are you still interested in it after learning more about it?
	+ Can you see yourself working in this career long-term?
1. **One-Year Action Plan (50 Points)**

Create a 3 page paper (double-spaced) about your short- and long-term goals for the coming year. Be sure to address each of the following prompts below:

* Long term goals
	+ Outline your long-term goals (think ~5 years from now).
	+ If everything goes well, what will your career look like in five years?
	+ What will you know about yourself then?
	+ What decisions will you have made?
* Short term goals
	+ Outline your short-term goals (think about the smaller goals you need to meet to achieve your long-term goals).
	+ What can you do over the next semester, year, etc. to reach these goals?
* Write all goals using the SMART format – specific, measurable, attainable, realistic, and timely.
1. **Course Participation (100 Points)**

This course marks the beginning of your career development. Therefore, it is expected that everyone participates on Canvas weekly, by engaging with classmates on the class discussion boards and completing the weekly assignments/activities.

Student’s participation in weekly activities will be reflected as part of the final grade. Each week, students will be asked to complete worksheets, discussion boards, quizzes, and any other assignment useful for expanding or applying the content discussed that week. When there are discussion boards assigned, students are expected to make one initial contribution and respond to 2 peers.

1. **Extra Credit Opportunities**

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 to your class earned points (i.e., NOT points on your final grade). No more than 6 extra credit points (or 3 SONA 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.

You may choose to complete one optional self-reflection and one optional resume activity to receive additional credit towards your final participation grade. Additional bonus point opportunities may become available throughout the semester. When available, these opportunities will be discussed in the class recordings. These additional bonus points may be combined with SONA bonus points.

## COURSE POLICIES:

**Lecture Materials**

A lecture video recording and supplemental PowerPoint (as relevant) will be posted on Canvas before the start of each week on Monday mornings. It will be your responsibility to watch these videos and utilize these handouts throughout the duration of the semester. These materials will assist you in the completion of your weekly and core assignments throughout the semester.

**Late Assignments**

Assignments are due each week on Sunday at 11:59pm that they are assigned. Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late assignments will be accepted up to 5 days past the due date, resulting in a significant grade reduction for each day past the date due. Unexcused late assignments that are submitted within 24 hours of due date will result in an automatic 10% grade reduction and an additional 10% per additional 24 hours late. Unexcused late assignments will not be accepted beyond 5 days past the due date.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment Submission** | **Point Reduction** | **Assignment Submission** | **Point Reduction** |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50%  |
| 48-72 hours late (3 days) | 30% |  |

**Canvas/Email**

Students are expected to familiarize themselves with Canvas. All course videos, documents (i.e. syllabus, schedule, PowerPoint files) and other handouts will be available on Canvas. The instructor will make every effort to keep all students’ grades up to date on the course Canvas page by grading within one week of the assignment due date.

Auburn University TigerMail is the preferred means of communication between student and instructor throughout this course. Emails from servers outside of AU TigerMail will not be accepted (i.e. gmail, yahoo, outlook, etc.). Students are expected to check their email accounts/Canvas announcements on a daily basis. The instructor will notify you via Canvas announcements of any course changes. It is highly encouraged that students ensure Canvas settings forward Canvas announcements to their TigerMail account. The instructor will make every effort to respond to emails within a 24-hour period during weekdays. The instructor will not be responsive to emails after 7pm or on weekends and holidays.

**Course Policies Related to Covid-19**

This course is being offered in an “online” format. This course will be offered asynchronously, using Canvas as the main communication and information system. Therefore, this course will **not** be meeting synchronously via Zoom.

**Health and Participation in Class:** If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. 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:

1. Notify me in advance of your absence, if possible
2. Provide me with medical documentation, if possible
3. Keep up with coursework as much as possible
4. Participate in class activities and submit assignments remotely as much as possible
5. Notify me if you require a modification to the deadline of an assignment or exam
6. 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.

**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 (<http://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations:** We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

**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.

**Course Delivery Changes:** 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 announcements as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer, reliable Internet, and check the Canvas page for updates daily.

**University Approved Excuses**

According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**Academic Honesty**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade. It is the student’s responsibility to review and adhere to the Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>.

**Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

**Classroom Behavior**

Non-threatening behaviors that impede the learning of other students will result in the following consequences:

1. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
2. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* Arriving after a class has begun
* Use of tobacco products
* Monopolizing discussion
* Persistent speaking out of turn
* Distractive talking, including cell phone usage
* Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
* Refusal to comply with reasonable instructor directions
* Employing insulting language or gestures
* Verbal, psychological, or physical threats, harassment, and physical violence

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Title IX**

Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: <http://www.auburn.edu/titleix>.

**Office of Accessibility**

Any student needing accommodations should inform the instructor and/or the Office of Accessibility as soon as possible (<https://accessibility.auburn.edu/>). If you already have accommodations, it will be your responsibility to set up a conference with the instructor. Students in need of reasonable accommodations due to some other need or hardship are encouraged to meet with the instructor as soon as possible. All requests will be considered equitably, with regard to the other students enrolled in the course.

**Student Policy eHandbook**

This course will follow the policies listed in the Auburn University Student Policy eHandbook. It is the responsibility of the student to review and adhere to the policies listed here: <http://www.auburn.edu/student_info/student_policies/>.

| **CLASS CALENDAR AND TOPICS***The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given.* |
| --- |
| Date | Topic | Activities/Assignments(Required Readings are due prior to class. Supplemental Readings are Optional.) | Weekly Assignments Due(Assignments are Due Sundays at 11:59 p.m. unless noted) | Assignment Due(Assignments are Due Sundays at 11:59 p.m. unless noted) |
| **Week #1** **May 19-23** | **Class Introduction**  | * Review Syllabus and course overview
* Supplemental Reading: Chapter 1 (Get Started)
 | * Discussion: Introduction
* Syllabus Quiz
* Select Group/College for Group Project
 |  |
| **Week #2****May 24-30** | **Career Theory and Self-Assessment Interests & Skills** | * Self-Concept Theory
* Assessing personality traits using the John Holland inventory
* How skills and interests impact career development
* Using iSeek.org for career skills assessment
 | * Skills Assessment Activity
* Discussion: John Holland’s Code
 |  |
| **Week #3****May 31-June 6****No Class May 31** | **Self-Assessment:****Values & Personality** | * How values and qualities impact major choices
* Complete Work Values and Personal Values worksheets
* How personality and self-esteem impact career development
* Supplemental Reading: Chapter 3 (Figure Out What You Want… and What You Don’t)
 | * Values Worksheet
* Discussion: Moving from self-assessment to knowledge
 |  |
| **Week #4** **June 7-13** | **Career Center Interpretations for SII and Type Focus (MBTI)**  | * SII and Type Focus (MBTI) Interpretation: AU Career Counselor will discuss implications for career development.
* **(Failure to attend a Zoom Meeting or individual appointment with a Career Coach will result in an assignment grade of ZERO)**
* **Have TypeFocus and SII results during the Zoom Meeting**
* **Note SII results will be emailed to you separately**
 |  | * Assessments Assignment Due
 |
| **Week #5****June 14-20** | **Options Knowledge:** **Resources on Campus, What does Auburn have? & Exploring & Researching Careers** | * Career Center Guest Video Lecture
* Professionalism
* Exploration of majors offered at Auburn and Resources
* Auburn Colleges Group Project discussed
 | * Guest Lecture
* Professional Communication Worksheet
 |  |
| **Week #6****June 21-27****No Class June 23-25** | **Group Work**  | * Work in groups to complete Auburn Colleges Project
 | * Course Midterm Feedback
 | * AU Colleges Group Project Due
 |
| **Week #7****June 28- July 4** | **Practical Knowledge:****Finding Opportunities****CASVE Cycle: Knowing how you make decisions** | * Introduction of the CASVE Cycle Discussion
* Discussion of Decision Making/ CASVE Paper
* Reading: Chapter 8 (Find Opportunities)
 | * Finding Opportunities Activity
* Discussion: Group Presentation
 | * Decision Making / CASVE Paper
 |
| **Week #8****July 5-11****No Class July 5** | **Practical Knowledge: Intro to Professionalism, Getting Experience, & Networking** | * How to transition from being a student to being a professional
* Understanding the importance of networking
* Reading: Chapter 5 (Gain Real World Experience)
* Reading: Chapter 4 (Talk. Listen. Repeat.)
* Supplemental Reading: Chapter 2 (Stop Being a Student and Start Being a Professional)
 | * Work Philosophy
* Discussion: Real World Experiences
 | * One Year Action Plan
 |
| **Week #9****July 12-18** | **Practical Knowledge: Interview Skills & Resume Academic Major Presentations** | * Interview Skills Development
* Building a resume: The do’s and don’ts of developing a resume
* Developing a Curriculum Vitae
* Reading: Chapter 9 (Overprepare for Interviews)
* Supplemental Reading: Chapter 6 (Give Yourself an Edge)
* Supplemental Reading: Chapter 7 (Market Yourself on Paper and Online)
 | * Discussion: Interview Skills
* Resume Development Activity
 | * Professional Development Project
 |
| **Week #10****July 19-25** | **Practical Knowledge: Interview Skills & Resume** | * Review career theories and individual developments made in class
* Supplemental Reading: Chapter 10 (Before You Head Off into the Real World…)
 |  | * Academic Major Presentations Due
 |
| **Week #11****July 26-30**\*All assignments this week are due Friday, 7/30 at 5 p.m. | **Course Wrap-up** | * Student Final Project: Academic Major Presentations
 | **Final Assignments Due** **Friday, 7/30 at 5 p.m.*** Discussion: Academic Major Presentations
* OPTIONAL: Resume Resubmission
* OPTIONAL: Self Reflection
 |  |

## GRADING:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignments** | **Objective** | **Points Earned** | **Points Possible** |
| **1.** Assessments | 1 |  | 100 |
| **2.** Auburn Colleges Group Project | 2 |  | 100 |
| **3.** Academic Major Presentation | 3 |  | 100 |
| **4.** Decision-Making / CASVE Paper  | 4 |  | 100 |
| **5.** Professional Development Project | 5 |  | 50 |
| **6.** One-Year Action Plan | 5 |  | 50 |
| **7.** Course Participation | All |  | 100 |
| **TOTAL:** |  | **600** |
| **BONUS POINTS EARNED:** |  | **0** |
| **FINAL POINTS:** |  | **600** |
| **FINAL GRADE:** |  | **600** |

**Grading Scale:**

A: 540-600

B: 480-539

C: 420-479

D: 360-419

F: 359 and below