

COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

COUN 1000-D2/ Career Orientation & Exploration

**Course Number:** COUN 1000-D2

**Course Title:** Career Orientation & Exploration

**Credit Hours:** 2 Semester hours

**Prerequisites:** None

**Instructor:** Gwendolyn Ferrell, M.Ed., M.S., LPC

Email: gnf0008@auburn.edu

Office Hours: By appointment

*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.*

***REVISED – August 2025***

**Required Texts:**

No required text. The reading assignments and other activities will be communicated throughout the semester. Additional readings will be posted on Canvas.

**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.

**Student Learning Outcomes:** Upon completion of this course, students will be able to demonstrate these learning outcomes:

## 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 PowerPoint that is not from your assigned textbook. You will be responsible for this supplemental information.

## ASSESMENTS:

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.***

## COURSE POLICIES:

**Assignment Format:** Reflections and Papers will be submitted to the instructor typed and in APA Format (Times New Roman, size 12 font, double-spaced) via **Canvas**. Additional guidance and format requirements may be given for specific assignments.

**Assignment Due Dates and 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. 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.**

**Again, Late papers/assignments will NOT be graded and be given an automatic zero**

**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).

**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/**](http://www.auburn.edu/student_info/student_policies/)**.**

**Extra Credit Policy:**

You are eligible to earn extra credit in this course (described below). I reserve the right to add additional extra credit opportunities as the course progresses. However, the maximum total extra credit you may earn in this course is 5 points.

See extra credit opportunities below:

1. 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. For every SONA credit you earn, you earn [1] extra credit point(s). If you have questions about participating in studies, please email sona@auburn.edu.
2. Include any other extra credit opportunities, ensuring that you maintain the point scale aligned with your total grading scale. If you do not have any additional extra credit opportunities delete this line.

**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:

* Engage in responsible and ethical professional practices.
* Contribute to collaborative learning communities.
* Demonstrate a commitment to diversity.
* Model and nurture intellectual vitality.
* Auburn’s policy on classroom behavior can be found here: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>

**Email**: I will communicate primarily through Auburn email or Canvas. Therefore, all students are expected to regularly check these for class updates and announcements. 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 48 hours to return emails during weekdays and I will not respond to emails after 5 PM on weekdays or during weekends. I will respond to emails received during the weekends on the following Monday. All students must use their Auburn email (no Canvas Messages) to communicate with me. Please consider all communication with me through email as a professional communication.

**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/>)

**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.

**AI Policy:**

In this course, students are permitted to use Generative AI Tools such as ChatGPT for formatting (e.g., APA style, grammar, sentence structure, etc.), study assistance, and specific instances designated by the instructor. Students ARE NOT allowed to use Generative AI Tools for content generation. As always, students must properly use attributions, including in-text citations, quotations, and references. **To maintain academic integrity, students must disclose any use of AI-generated material.** A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

## ASSIGNMENTS:

**1. Reflective Journals:**

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.

* Each journal will be in APA Format (i.e., Times New Roman, 12pt font, double-spaced) and typed in a Word Document.
* Journals will be a minimum of one page in length (meaning it reaches the bottom of the page). **Less than one full page will result in point deductions.**
* Journals will fully answer each question found in the prompts
* Journal entries are to be submitted via Canvas ***by 11:59 PM*** on the specified due date (see assignment calendar for specific due dates).

*Journal Prompts:*

* **Prompt 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.
* **Prompt 2: Personal Values/Work Values Worksheets**
	+ Reflect on these two worksheets that you completed during Value Week. 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?
* **Prompt 3: 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?
* **Prompt 4: Auburn Colleges**

For this reflection, you are going to pick one college and write a little bit about it.

* + Name of College and Location on Campus
	+ What type of majors are offered in this college
	+ What types of careers are associated with this college?
		- Example: College of Engineering: Civil Engineering…Aerospace Engineering
		- If you still have space you need to fill, write a little more about these careers such as what do their days look like, medium salaries, and so forth.
	+ What types of extracurricular activities (i.e., honor societies, clubs, programs, projects) are offered in the college or majors within the college and describe one or two.
		- Example: Psi Chi for Psychology Majors
		- If you still have space you need to fill, write about how individuals can get involved with these extracurricular activities.
* **Extra Credit Journal Prompt: Work Life and Culture**

***Note: You do not have to complete this if you do not want too!***

* What messages did you receive about work and career from family, community, and/or media (TV, advertisements, social media)?
* What expectations do you have or yourself as a result? Are there any expectation that you would like to let go of?
* If participating in this course has changed the way you see yourself (related to your work life or otherwise), describe these changes.

**ASSESSMENTS**

During this semester, you will complete two graded assessments. These assessments are designed to help you learn more about yourself and your preferences. Some of these assessments will be done as part of in class activities and others will be done individually.

* John Holland Code (completed through O\*NET)
	+ <https://www.mynextmove.org/explore/ip>
* Type-Focus Myers-Briggs Type Indicator (MBTI)

**CAREER PRESENTATION**

There are two parts to this specific assignment.

* **Part One:** You will research a specific career. This may be a career of your choice or one that you are interested in.
* **Part Two:** You will present this presentation AND record the presentation (via zoom) with another fellow partner. The presentation will be a minimum of 7 minutes and will be need to be presented on a visual (e.g., poster, handout, PowerPoint, etc.). You will need to upload both the visual and ONLY ONE person will upload the recorded presentation.

The following is an outline of points that should be included in your presentation to receive full points. The presentation points will be broken down in the rubric.

* 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?
* Where in Auburn University (colleges) would this career be located under? What resources does this college offer to help you get started in this career/field?
* References in APA format
	+ If you do a brochure, handout or something that has limited space, you can do your references on a Word Document. Just make sure to attach the document.

**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:
	+ Name and 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.

**DECISION-MAKING/CASVE PAPER**

For this assignment, you will be completing the CASVE Document (found in Canvas) and turning in a completed version. You will be identifying a Career Problem or Gap and using the CASVE Model to help create a solution for the problem. Please make sure the problem is something that you are current dealing with or have dealt with and want to continue working through.

**ONE-YEAR ACTION PLAN**

Create a one-page paper about your short-term goals for the coming year. If everything goes well, what will Spring 2025 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?

**TEXTBOOK READING AND OTHER RESOURCES**

On Mondays, Canvas announcement will detail any assignments due and work for that week. 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.

**UPDATED EXTRA CREDIT**

**Opportunity = 2 points to the final grade** earned in one of the following ways:

1. Participate in a SONA research study between 30-60 min in length (submit proof of participation to your professor):
	1. <https://auburn.sona-systems.com/Default.aspx?ReturnUrl=%2f>

## Class Calendar and Topics

**Key**

* Readings
* Assessments
* Assignments
* Reflections

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Activities/Assignments** | **Assignment/****Readings Due** |
| **Week 1****08/18** | **Class Introduction** | **Review syllabus and course overview** |  |
| **Week 2****08/25** | **Career Theory****Self-Assessment: The Basics** | **Self-Concept Theory****How well do you know yourself? The impact of self-knowledge/awareness on career/life planning** | **Assessment 1:** * **Complete John Holland Code and upload screenshot to Canvas due Sunday 08/24 at 11:59PM**
 |
| **Week 3****09/1** | **Self-Assessment: Interests and Skills** | **Assessing personality traits using the John Holland Inventory****What skills do you have? What skills do you need?** |  |
| **Week 4****09/8** | **Self-Assessment: Values** | **The impact of values on career and life planning****Work Values and Personal Values worksheets**  | **Reflection Journal 1:*** **John Holland Code Reflection**

**Due Sunday 08/31 at 11:59PM** |
| **Week 5****09/15** | **MBTI****MBTI Review** | **MTBI Interpretation** | **Assessment 2:** * **Complete MBTI/Type Focus Assessment and upload screenshot to Canvas due Sunday 09/07 at 11:59PM**
 |
| **Week 6****09/22** | **NO LECTURE** | Note: Subject to change if changes to schedule. | **Reflection Journal 2:*** **Work Values and Personal Values Reflection due Sunday 09/14 at 11:59PM**
 |
| **Week 7****09/29** | **Options Knowledge: Career Resources on Campus****Options Knowledge – What does Auburn offer?** | **Exploration of Majors offered at Auburn****Explore the Career Center’s website and review the link, “What Can I Do With A Major In”** | **Reflection Journal 3:*** **MTBI/ Type Focus reflection due Sunday 09/21 at 11:59PM**
 |
| **Week 8****10/6** | **NO LECTURE** | Note: Subject to change if changes to schedule.  |  |
|  |  |  |  |
| **Week 9****10/13** | **CASVE Cycle: Knowing How You Make Decisions** | **CASVE Cycle** **Discuss Decision-Making/CASVE Paper** | **Reflection Journal 4:*** **Auburn College reflection due Sunday 10/05 at 11:59PM**
 |
| **Week 10****10/20** | **Practical Knowledge: Introduction to Professionalism** | **Professionalism** **Internet Presence** **Creating Email Signature**  | **Assignment #1****Decision-Making/CASVE Paper due Sunday 10/19 at 11:59PM** |
| **Week 11****10/27** | **Practical Knowledge: Getting Experience** **Practical Knowledge: Resume****Practical Knowledge: Interview Skills** | **Accruing real-world experience****Building a resume/academic CV****Interview skill development** |  |
| **Week 12****11/03** | **Practical Knowledge: Networking** | **Networking** | **Assignment #2****Professional Development Project due Sunday 11/09 at 11:59PM** |
| **Week 13****11/10** | **Practical Knowledge:****Managing Transitions** | **Managing Transitions** | **Assignment #3-Part 1****Career Presentation Slides due Sunday 11/16 at 11:59PM** |
| **Week 14****11/17** | **NO LECTURE** | Note: Subject to change if changes to schedule. | **Assignment #3- Part 2****Recorded Presentations due Sunday, 11/23 at 11:59PM** |
| **Week 15****12/01** | **Course Wrap-up** |  | **Assignment #4****One Year Action Plan due Sunday, 11/30 at 11:59PM****Extra Credit Journal:*** **Work Life and Culture reflection due Sunday 12/07 at 11:59PM**
 |
| **Finals Week****12/08** |  |  | **NO FINAL EXAM!** **Best of luck on your other finals!** |

**GRADING**

**Assignments Maximum Points**

Reflection Journals (4 @10 points each) 40

Assessments: John Holland 30

Assessments: MBTI/TypeFocus 30

Career Presentation 50

Professional Development Project 30

Decision-Making/CASVE Paper 40

One-Year Action Plan 20

Participation 50

Attendance 80

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

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

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

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

**Grading Scale:**

A: 316-340

B: 292-315

C: 268-293

D: 244-267

F: 243 and below