**AUBURN UNIVERSITY | FALL 2025 SYLLABUS**

Course Number: COUN 1000-D03

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): Charlotte Jones, MS, MA

Office: No on-campus office

Office Hours: Virtually by appointment

E-mail: czj0057@auburn.edu

*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***

## 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 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 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:

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

## 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. Assignments submitted after the indicated time on Canvas will be subject to a late penalty. A 10% deduction will be applied for every day the assignment is late. 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.**

**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](mailto:sona@auburn.edu).
2. Extra Credit Journal Prompt: Work Life and Culture Assignment(5 points)

**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](mailto: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. Journal Reflections:**

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**

This assignment has two integrated parts:

* You will research a specific career. This may be a career of your choice or one that you are interested in.
* You will then record a presentation with video and audio (via Zoom). The presentation must be a minimum of 7 minutes and include a visual (e.g., poster, handout, PowerPoint, etc.).

Both the visual and the recorded presentation must be uploaded. **It is your responsibility to ensure that your video and presentation can be successfully uploaded. If you experience any difficulties with uploading, you must contact the appropriate technical support team for assistance.**

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**

For this assignment, you will complete one of three professional development options designed to strengthen your career readiness skills. You are free to select the option that best aligns with your current career goals or areas where you want more practice. Only complete one option.

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. 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**

In this assignment, you will create a one-page paper outlining your **short-term goals for the coming year**. Imagine that everything goes well, what do you want **Fall 2026** to look like for you?

In your paper, reflect on the following:

* What specific goals do you hope to achieve by the end of the year?
* What will you know about yourself at that point that you don’t fully know yet?
* What important decisions will you have made about your academic, career, or personal path?
* What concrete steps will you take this year to reach those goals?

**Tip: Be realistic but intentional. The clearer and more specific your goals are, the more useful this plan will be for guiding your next steps.**

**EXTRA CREDIT**

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2. Extra Credit Journal Prompt: Work Life and Culture Assignment (5 points)

## Class Calendar and Topics

**Key**

* Discussion Board Posts
* Assessments
* Other Assignments
* Reflections

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Activities/Assignments** | **Assignment/**  **Readings Due** |
| **Week 1**  **08/19** | **Class Introduction** | **Review syllabus and course overview** | * **Discussion Board Post:**   **Introduce yourself? Due Monday 08/25 at 11:59 PM** |
| **Week 2**  **08/26** | **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** | * **Discussion Board Post:**   **How well do you know yourself? Due Monday 09/01 at 11:59 PM**   * **Assessment:**   **Complete John Holland Code and upload screenshot to Canvas due Monday 09/01 at 11:59PM** |
| **Week 3**  **09/02** | **Self-Assessment: Interests and Skills** | **Assessing personality traits using the John Holland Inventory**  **What skills do you have? What skills do you need?** | * **Discussion Board Post:**   **What now? Due Monday 09/08 at 11:59 PM**   * **Journal Reflection 1:**   **John Holland Code Reflection Due Monday 09/08 at 11:59PM** |
| **Week 4**  **09/09** | **Self-Assessment: Values**  **\*Last day to drop from course** | **The impact of values on career and life planning**  **Work Values and Personal Values worksheets** | * **Discussion Board Post:**   **Values and careers. Due Monday 09/15 at 11:59 PM**   * **Journal Reflection 2: Work Values and Personal Values Reflection due Monday 09/15 at 11:59PM** |
| **Week 5**  **09/16** | **MBTI**  **MBTI Review** | **MTBI Interpretation** | * **Discussion Board Post:**   **Connecting personality to well-being. Due Monday 09/22 at 11:59 PM**   * **Assessment:**   **Complete MBTI/Type Focus Assessment and upload screenshot to Canvas due Monday 09/22 at 11:59PM** |
| **Week 6**  **09/23** | **NO LECTURE** | Note: Subject to change if changes to schedule. | * **Journal Reflection 3:**   **MTBI/ Type Focus reflection due Monday 9/29 at 11:59PM** |
| **Week 7**  **09/30** | **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”** | * **Discussion Board Post:**   **Choosing a major? Due Monday 10/06 at 11:59 PM** |
| **Week 8**  **10/07** | **NO LECTURE**  **\*Fall break** |  | * **Private Discussion Board Post:**   **Class feedback? Due Monday 10/13 at 11:59 PM** |
| **Week 9**  **10/14** | **CASVE Cycle: Knowing How You Make Decisions** | **CASVE Cycle**  **Discuss Decision-Making/CASVE Paper** | * **Discussion Board Post:**   **How do you make decisions? Due Monday 10/20 at 11:59 PM**   * **Journal Reflection 4: Auburn College reflection due Monday 10/20 at 11:59PM** |
| **Week 10**  **10/21** | **NO LECTURE** | Note: Subject to change if changes to schedule. | * **Assignment: Decision-Making/CASVE Paper due Monday 10/27 at 11:59PM** |
| **Week 11**  **10/28** | **Introduction to Professionalism** | **Professionalism**  **Internet Presence**  **Creating Email Signature** | * **Discussion Board Post: Defining professionalism. Due Monday 11/03 at 11:59 PM** |
| **Week 12**  **11/04** | **Practical Knowledge: Resume** | **Accruing real-world experience**  **Building a resume/academic CV**  **Interview skill development** | * **Assignment: Professional Development Project due Monday 11/10 at 11:59PM** |
| **Week 13**  **11/11** | **Practical Knowledge: Networking** | **Networking** | * **Discussion Board Post:**   **Create your elevator pitch. Due Monday 11/17 at 11:59 PM**   * **Assignment: Individual Career Presentations due Monday, 11/17 at 11:59PM** |
| **Week 14**  **11/18** | **Practical Knowledge:**  **Managing Transitions**  **\*11/21 last day to withdraw** | **Managing Transitions** | * **Assignment: One Year Action Plan due Monday, 11/24 at 11:59PM** |
| **Week 15**  **11/25** | **NO LECTURE**  **THANKSGIVING** | Note: Subject to change if changes to schedule. |  |
| **Week 16**  **12/02** | **Course Wrap-up** |  | * **Extra Credit: Work Life and Culture reflection due Monday 12/08 at 11:59PM** |
| **Finals Week**  **12/09** |  |  | **NO FINAL EXAM!**  **Best of luck on your other finals!** |

**GRADING**

**Assignments Maximum Points**

Discussion Posts (10 for 5 points each) 50

Reflection Journals (4 for 20 points each) 80

Assessments: John Holland 30

Assessments: MBTI/TypeFocus 30

Career Presentation 50

Professional Development Project 30

Decision-Making/CASVE Paper 40

One-Year Action Plan 30

Total: 340 points

**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