**COUN 2970-CAR**

Career Success for

Student-Athletes

**Tuesday/Thursday 9:30–10:20 AM**

**Fall 2011**

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

**College of Education**

Instructor Information

**Elizabeth Hancock**

**eah0038@auburn.edu**

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Office Hours

**Tuesday & Thursday 12:00 to 2:00 Pm & by appointment**

**Location:** 359Student-Athlete Development Center



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2970-CAR

Course Title: Career Success for Student-Athletes

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: 9:30 –10:20 am/Tuesdays & Thursdays

Class Location: Student-Athlete Development Center 319

Instructor: Elizabeth Hancock

Office: Student-Athlete Development Center 359

Office Hours: Tuesday & Thursday 12:00 to 2:00 PM & by appointment

 E-mail: eah0038@auburn.edu

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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.* |

**COURSE DESCRIPTION**: This course offers an opportunity for receiving information and acquiring the skills necessary for career and life planning. Processes of self-assessment, occupational exploration and preparation for employment are investigated. In addition to traditional classroom activities, the content is presented in an experiential manner through observation, role-play, simulations, individual projects, and contact with resource experts.

## OBJECTIVES:

1. Students will explore interests, values, and personality in relation to career planning.
2. Students will be able to articulate career choices based on the assessment of interests, skills, values, and personality.
3. Students will be able to articulate how the skills learned through participation in athletics translate to career and life planning.
4. Students will research a selected occupation and job market.
5. Students will develop a portfolio designed to demonstrate acquired skills, experience and attributes.
6. Students will learn to effectively market themselves through networking and other job search tactics.
7. Students will develop job searching skills, including resume writing, interviewing, and business etiquette.
8. Students will participate in various on-campus Career Development Services events.
9. Students will learn to utilize websites and other resources to develop a competitive edge in the current job market.

**PHILOSOPHY OF ASSIGNMENTS & READINGS:** In order for this class to be meaningful and useful, it is important that you keep up with the readings and assignments as outlined in this syllabus. The course is designed to quickly move you through the job search process starting with self-assessment, learning about the job market and your field of choice, networking, developing a portfolio and enhancing your job search skills, and ultimately applying the acquired skills to your own job search when you are ready.

**This course also marks the beginning of your transition from being an Auburn University student-athlete to a new professional in your chosen career path. Professional behavior will be expected in this class. Throwing together your assignments right before they are due will be viewed as unprofessional behavior and will be detrimental to your grade. You will be expected to curb the tendency to give excuses – something no supervisor in the workplace wants to hear. Either you have the work done on time or you don’t; either you are in class on time or you aren’t. It’s that simple**. *\*Exception: If you have a medical or serious personal issue, please do not hesitate to let me know!\**

**TEXTBOOKS:**

1. Starting Out! Navigating Life After Graduation, 2010 Edition, edited by William H. Foster, Ph.D. and Carl E. Van Horn, Ph.D.
2. Starting Out! Workbook
3. Life After College: What to expect and how to succeed in your career by Andy Masters
4. The Auburn University Career Development Services’ Career Handbook will be used as a supplement and can be accessed online: http://www.auburn.edu/academic/provost/undergrad\_studies/career/students/handbook.pdf

The reading assignments and other activities will be communicated throughout the semester. These are important! Please note that pop quizzes may be given on assigned reading material, and unannounced checks on the completion of assignments and progress on the portfolio may be performed during the semester.

**CAREER ASSESSMENTS**: Each student will be required to complete career assessments during this course. These assessments are designed to foster insight into the career options that best match your unique interests and personality traits.

**COURSE ORGANIZATION & MATERIALS REQUIRED:** Use a1 inch 3-ring binder to organize your course assignments & career portfolio. It may be helpful to organize your binder using dividers in the sections listed below. It is a good idea to have the class assignments in one color/section of the 3-ring tabs, and your skills portfolio in another color/section.

**CLASS ASSIGNMENTS:**

 SYLLABUS

 PERSONAL ASSESSMENTS & SUMMARY

 CAREER RESEARCH

 PERFECT INTERVIEW REACTION PAPER

**SKILLS PORTFOLIO:**

 WORK PHILOSOPHY

 GOALS

 RESUME *(functional)*

SKILL AREAS *(2 – 4 skills with supporting artifacts for each including work samples, skill sets, community service/volunteer activities, applicable certifications/recognition directly related to the skill, and/or works in progress)*

AWARDS & RECOGNITION *(Optional)*

PROFESSIONAL GROWTH & INVOLVEMENT *(Optional)*

REFERENCE MATERIALS:

ACADEMIC PLAN OF STUDY/TRANSCRIPT

 FACULTY & EMPLOYERS BIO *(Optional)*

 REFERENCES

**COURSE POLICIES:**

1. Attendance is vital to your success in this class; therefore **2 points will be deducted from your final grade for every unexcused absence.**
2. Policies regarding excused absences (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 two weeks* after students have returned to class.
3. Students are expected to attend all classes and to arrive on time. Students who arrive more than 5 minutes late to class will be marked absent and will not be allowed to submit on that day any assignment due.
4. **All electronic devices including, but not limited to, cell phones, Ipod, mp3 players, IPad, laptop *must* be turned off before class starts. If the instructor sees electronic devices including cell phone being used during class (texting, calling, playing games, using internet) you will be counted absent (unexcused) for that day.**
5. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons (see *Tiger Cub*).
6. Written reports will be submitted to the instructor typed (size 12 font) and double-spaced.
7. Late assignments will result in a **1-point reduction** per working day (M-F) for that assignment. Late assignments will be accepted **up to one week** past the due date for partial credit. After one week, students who do not submit assignments will receive no credit (grade of 0).
8. **Students are responsible for initiating arrangements for missed work.**
9. **Accommodations**: Students who need accommodations are asked to arrange a meeting during office hours of the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours or location (due to accessibility), an alternate time or location can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096.
10. **Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
11. **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.
12. At any time throughout this class, if you would like to meet with me about your career plans or issues/difficulties you are having regarding your career decision-making or job search, please feel free to set up an individual appointment with me for this purpose. Appointments to see the instructor may be made by e-mail.
13. As part of this class you must attend at least 2 Like Skills Seminars throughout the semester.

**Class Calendar: Topics and Assignments**

**FALL 2011**

*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.*

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| **Date** | **Topic** | **Assignment Due** |
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| **Thursday 8/18** | **Class Introduction, Review Syllabus & Why Am I Hear~Decision Making & Goal Setting;** *Assignment-Working World Today Article* |  |
| **Tuesday 8/23** | **Issues in Today’s Working World** *Assignment- Read Starting Out pages 97-104 & CDC Handbook pages 14-27* | **Working World Today Article** |
| **Thursday 8/25** | **Preparing to Leave College, Where do I Start?**  *Assignment- Typed Rough Draft Resume \* Cover Letter* |  |
| **Tuesday 8/30** | **Will You Review my Resume & Cover Letter?** | **Rough Draft Resume & Cover letter** |
| **Thursday 9/1** | **Can Career Development Services Really Help Me?** *Assignment- Got to CDS website, then Students, then “What can I do with a major in…?” Click on the guide for your major and print results-this will go in your career research section* |  |
| **Tuesday 9/6** | **Career Fairs, What is the Point? Elevator Speeches, What are Those?** | **Career Fair Article** |
| **Thursday 9/8** | **How to Work a Career Fair** |  |
| **Tuesday 9/13** | **STRONG Assessment** |  |
| **Thursday 9/15** | **MBTI Assessment** |  |
| **Tuesday 9/20** | **Self-Awareness & the Job Search Process**  *Assignment-take the Values Inventory (this will be used in your reaction paper)* |  |
| **Thursday 9/22** | **Resume Review???** *Assignment-Read ch 16 in Starting Out; read in CDS Handbook pages 35-39; Prepare a Written Mock Interview* | **2nd Draft of Resume & Cover Letter** |
| **Tuesday 9/27** | **I Have to Interview?** | **Mock Interview Questions & Responses** |
| **Thursday 9/29** | **NO CLASS, Use this time to record your Perfect Interview.** Remember, you must use a computer with a web cam; if you do not have access to one, you can schedule a time to do the interview in the Career Development Center. | **Final Resume (submit via Blackboard, put original in Portfolio)** |
| **Tuesday 10/4** | **Perfect Interview Review~How Do I Look?**  *Assignment-read chapters 12 & 13 in Starting Out* | **Career Expo Research** |
| **Thursday 10/6** | **Mid-Term; How to Research Careers, Using the Occupational Outlook Handbook website** [**http://www.bls.gov/search/ooh.htm**](http://www.bls.gov/search/ooh.htm)*Assignment, look up at least 3 careers of interest to you and print the PDF information for your Portfolio; Read ch 1 in Life After College; Read ch2 & 3 in Starting Out* |  |
| **Tuesday 10/11** | **What Do I Want & What Matters? Making Decisions & Creating Goals** *Assignment-read ch 15 in Starting Out and ch 2 in Life After College* | **Perfect Interview Reaction Paper** |
| **Thursday 10/13** | **Job Search~Where Do I Start?** *Assignment-read pages 124-128 in Life After College and ch 78, 79 & 80 in Starting Out* |  |
| **Tuesday 10/18** | **Networking & Making Connections While Helping Others** *Assignment-read ch 3&4 in Life After College & ch 19, 20, 21, 38, 39, & 41 in Starting Out* |  |
| **Thursday 10/20** | **So I Got the Job, Now What!** *Assignment-read ch 17 in Starting Out* | **Career Research Paper** |
| **Tuesday 10/25** | **Guest Speaker, Kelley Taylor~Equal Opportunity Emlpoyer & ADA** *Assignment-read ch 26-37 in Starting Out; create a financial plan* |  |
| **Thursday 10/27** | **Money, Money, Money; Developing & Sticking to a Budget** *Assignment read ch 5 & 6 in Life After College* | **Financial Plan** |
| **Tuesday 11/1** | **Workforce Development~Teamwork, Communication & Workplace Ethics** *Assignment- read ch 55-60 in Starting Out* |  |
| **Thursday 11/3** | **Workplace Health Issues** *Assignment-read ch 61-64 in Starting Out* |  |
| **Tuesday 11/8** | **Working in a Diverse World**  *Assignment create a 5 & 10 year plan; read ch 7 in Life After College* | **Rough Draft 5 & 10 Year Plan** |
| **Thursday 11/10** | **Planning for the Future** *Assignment-read chapter 8 in Life After College* |  |
| **Tuesday 11/15** | **Is There Something More?** |  |
| **Thursday 11/17** | **Lab Day/No Class; Work on Portfolio & Presentation** | **Final 5 & 10 Year Plan (submit via Blackboard, put original in Portfolio)** |
| **Tuesday 11/22** | **NO CLASS! Thanksgiving Holiday** |  |
| **Thursday 11/24** | **NO CLASS! Thanksgiving Holiday** |  |
| **Tuesday 11/29** | **Portfolio Presentations ~ TURN IN BOOKS** | **TURN IN BOOKS** |
| **Thursday 12/1** | **Last day of class, Portfolio Presentations** | **Portfolios & Personal Assessments Summary** |
|  **The End! No assignments will be accepted after December 1** |

**GRADING**

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| **Assignments** | **Maximum Points** | **Earned Points** |
| Working World Today Article | 5 |  |
| Career Fair Article | 5 |  |
| Attend 2 Life Skill Workshops | 5 |  |
| Perfect Interview Reaction Paper | 5 |  |
| Career Research Paper | 10 |  |
| Career Expo Research | 10 |  |
| Resume & Cover Letter | 10 |  |
| 5 & 10 Year Plan Summary | 5 |  |
| Pop Quizzes on Reading Material | 20 |  |
| Personal Assessments Summary | 5 |  |
| Career Portofolio | 20 |  |

**Total: 100 Sub-total: \_\_\_\_\_\_\_**

**Bonus Points Earn + \_\_\_\_\_\_\_**

**Unexcused Absences:­­\_\_\_\_\_\_ x 2 points = -­­­\_\_\_\_\_\_\_**

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

**Final Grade:­­­\_\_\_\_\_\_\_**

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| You may earn 5 bonus points for every life skills workshop (beyond the required 2) that you attend up to 10 points total. You must bring proof prior to the Thanksgiving Holidays in order to receive credit. | **Grading Scale:**A: 90-100B: 80-89C: 70-79D: 60-69F: 59 and below |