**COUN 1000-ATH**

Career Awareness for

Student-Athletes

**Tuesday/Thursday 11:00–11:50 AM**

**Spring 2010**

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

**College of Education**

Instructor Information

**Erin M. English, MPH**

**eme0003@auburn.edu**

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Office Hours

**By Appointment**

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



NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000-ATH

Course Title: Career Awareness for Student-Athletes

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: 11:00 –11:50 am/Tuesdays & Thursdays

Class Location: Student-Athlete Development Center 319

Instructor: Erin English

Office: Student-Athlete Development Center 359

Office Hours: By appointment

E-mail: [eme0003@auburn.edu](mailto:eme0003@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 academic and career planning. Processes of self-assessment and self-exploration are critical components of this course that contribute to your 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. Students will explore interests, values, and personality in relation to academic and life planning.
2. Students will be able to articulate how the skills acquired through participation in intercollegiate athletics may translate to success in the classroom.
3. Students will research a selected major and related career.
4. Students will increase their knowledge of the skills and experiences that are attractive to future employers.
5. Students will learn to utilize websites and other resources to begin making educated career choices.

**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 myriad opportunities available to you as a student-athlete 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.

**TEXTBOOK:**

1. The Career Fitness Program: Exercising Your Options, Ninth Edition, edited by Diane Sukiennik, William Bendat, & Lisa Raufman.

**ASSESSMENTS**: Each student will be required to complete personal and 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 POLICIES:**

1. Attendance is vital to your success in this class; **therefore 2 points will be deducted for every unexcused absence. Students are expected to attend all classes and to arrive on time.**

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 student has returned to class.

1. Electronic devices *must* be turned off before class starts. If the instructor sees a cell phone being used during class, you will be counted absent (unexcused) for that day.
2. Incomplete grades will be considered only for bona fide medical reasons (see *Tiger Cub*).
3. Written reports will be submitted to the instructor typed (size 12 font) and double-spaced.
4. 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).
5. Students are responsible for initiating arrangements for missed work.
6. **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 (V/TT).
7. **Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
8. At any time throughout this class, if you would like to meet with me about your academic plans or your decision-making process, 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.

**Class Calendar: Topics and Assignments**

**Spring 2010**

*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** |
| **January** | | |
| **T/12** | **Introductions and Get to Know You**  Introductions/Syllabus/Pre-Career Decision Scale  *Assignments:*   1. *Read Chapter 1* 2. *Find an article on “The working world today,” print and bring it to class prepared to share.* 3. *Jot down a rough sketch of your dream job. Be creative!* | Be here with a positive attitude. ☺ |
| **R/14** | **The Working World Today** | **Working world article due** |
| **T/19** | **Chapter 1 Discussion** |  |
| **R/21** | **LAB DAY: Complete the MBTI and Strong Interest Inventory** |  |
| **\*T/26** | **Guest Lecture: CDS Services Overview**  *Assignment: Read Chapters 2-3* |  |
| **R/28** | **Chapters 2-3 Discussion** |  |
| **February** | | |
| **T/2** | **Work Values Game**  *Assignment:*   1. *Read Chapter 4 and complete the “Identifying Your Personal Preferences” activity* ***on a separate sheet of paper. Take note of the majors related to the Holland types that appeal to you.*** 2. *Read Chapter 5.* |  |
| **\*R/4** | **MBTI Interpretation**  **Guest lecture from CDS**  *Assignment: Begin the Self-Exploration Reaction Paper, due September 15.* |  |
| **T/9** | **Chapters 4-5 Discussion**  **Activity: Temperaments Exercise**  *Assignment: Go to the Career Development Services website,* [*www.auburn.edu/career*](http://www.auburn.edu/career)*, click on “Students,” Click on” Choosing a Major/Career,” and then “What Can I do with a Major In?” Find a major of possible interest and print the information given in the Guide.* |  |
| **R/11** | **1.Auburn University Colleges and Respective Majors**  **2. How to conduct an effective academic interview** | **Printed information on “What can I do with a Major in\_\_\_?”** |
| **\*T/16** | **Strong Interpretation**  **Guest Lecture from CDS**  *Assignments:*   1. *Schedule a 30-minute meeting with a faculty member in the major that you are exploring.*   *2. Begin Academic Major Research Reaction Paper.* |  |
| **R/18** | **Overview of end-of-term presentations** |  |
| **T/23** | **Time given to complete Academic Department Interview.** Be sure to ask for a business card and write a thank-you note. Make a copy and send the original. Attach the business card and copy of the thank-you note to your academic major research reaction paper. | **Self-Exploration Reaction Paper DUE** |
| **R/25** | **Transferrable Skills: Teamwork**  *Assignment: Read Chapter 6* |  |
| **March** | | |
| **T/2** | **Transferrable Skills: Communication**  *Assignment: Read Chapters7- 8* |  |
| **R/4** | **Understanding Your Decision-Making Processes**  *Assignment: Read Chapter 9* | **Academic Major Research Reaction Paper Due** |
| **T/9** | **Resumes:**  *Assignment: Draft a current resume and bring to class* |  |
| **R/11** | **Understanding the job search process/**  **Guidelines for end of term presentations** | **Current Resume** |
| **T/16** | **SPRING BREAK** |  |
| **R/18** | **SPRING BREAK** |  |
| **T/23** | **Transferrable Skill: Goal-setting**  *Assignment: Write goals statement* |  |
| **R/25** | **Researching Occupations/ Career Paper Outline distributed**  *Assignment: Using the Department of Labor’s Occupational Outlook Handbook on-line resource, research the occupation(s) of interest and print the report.* | **Goals Statement** |
| **T/30** | **How to successfully interview**  *Activity: Role-play mock interviews* |  |
| **April** | | |
| **R/1** | **Career Research (Meet in Lab):** *Find two or three resources on the occupation of interest, research additional information on the occupation; document resources.*  *Assignment:* *Add this information to your notebook.* | **Occupational Outlook Handbook printout** |
| **T/6** | **Workplace Health Issues – Substance Abuse** |  |
| **R/8** | **Workplace Health Issues – Taking charge of your personal health after university life** |  |
| **T/13** | **Financial Management: Debt & Credit, Budgeting** |  |
| **R/15** | **Career Research Presentations** |  |
| **T/20** | **Career Research Presentations** | **Career Research Paper** |
| **R/22** | **Career Research Presentations** |  |
| **T/27** | **Career Research Presentations** |  |
| **R/29** | **Career Research Presentations** |  |
| **The End! No assignments will be accepted after April 29.** | | |

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**GRADING**

**MAXIMUM EARNED**

**ASSIGNMENTS POINTS POINTS**

Attendance at **3** Life Skills seminars 30 \_\_\_\_\_\_

Working World Article 5 \_\_\_\_\_\_

Self-Exploration Reaction Paper 5 \_\_\_\_\_\_

Academic Research Reaction Paper 5 \_\_\_\_\_\_

Career Research Paper 10 \_\_\_\_\_\_

Revised Resume 5 \_\_\_\_\_\_

Pop Quizzes on Reading Material 4o \_\_\_\_\_\_

Personal Assessments Summary 20 \_\_\_\_\_\_

(Includes Work Values, Strong Interest

Inventory, MBTI, Temperament)

Final Presentation 30 \_\_\_\_\_\_

**Total: 150 Sub-total: \_\_\_\_\_\_**

Bonus Points Earned + **\_\_\_\_\_\_**

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

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

**Final Grade:**

**Grading Scale:**

A: 90 – 100 D: 60 – 69

B: 80 – 89 F: 59 and below

C: 70 – 79