**COUN 2970-CAR**

Career Success for

Student-Athletes

**Tuesday/Thursday 9:30–10:20 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:** 359Student-Athlete Development Center



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

**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: 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 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. 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 a 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 of the 3-ring tabs, and your skills portfolio in another color.

**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. You are allowed one unexcused absence. After you use one unexcused absence, **2 points will be deducted from your final grade for each subsequent 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 10 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 *must* be turned off before class starts. IF I see your cell phone, I will take it for the duration of the class.
5. Incomplete grades will be considered only for bona fide 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.

**“Conducting a successful job search isn’t simple, nor does it begin when you suddenly find yourself in need of a job. The search requires ongoing preparation - - and a lot of commitment, hard work, risk-taking and luck. The trick isn’t just to get a job, but to get a job that fits you. The job search isn’t simply a matter of who will hire you now, but of what career path you’ll pursue.”**

- Christopher Pratt

**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/Job Search Confidence Survey/Information Sheet  *Assignment: Find an article on “The working world today,” read and bring it to the next class prepared to share with your classmates.* | Be here with a positive attitude. ☺ |
| **R/14** | | **Class Discussion: Working World Today**  *Assignment: Read 1. pages 17-29 in the CDS handbook*  *2. Starting Out! Pages 97-104* | **Working world article due** |
| **T/19** | | **How to Write a Resume & Cover Letter**  *Assignment: Prepare a current resume using either Optimal Resume (www.auburn.edu/career) or Microsoft Word. Bring to next class.*  *Use the Starting Out! Workbook pages 4-6 as a guide.* |  |
| **R/21** | | **Resume Swap and Review** | **First draft of resume due** |
| **\*T/26** | | **Career Development Services Overview**  *Assignment:*  *1. Go 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 information will go in your career research section.*  *2. Find an article on the topic assigned to you (Professional Dress, Working a Career Fair, Writing a Thank-You after Career Fair, Researching Companies, Elevator Speech), read it and be prepared to share it next class* | **Revised resume and sample cover letter due** |
| **R/28** | | **Class Discussion – career fair article review and reflection**  *Assignment: Read 1. CDS Handbook pages 40-44*  *2. Starting Out! Pages 109-112* | **Career Fair Article** |
| **February** | | | |
| **T/2** | | **Networking and Elevator Speeches**  In-class activity: Speed Networking  *Assignment: Develop Elevator Speech* |  |
| **R/4** | | **Practice Elevator Speeches**  *Assignment: Find a minimum of three employers who are attending the career fair and that interest you; research each company; develop three educated questions for each company.*  ***IMPORTANT****! At the CAREER EXPO, collect business cards from the recruiters of the companies that interested you and send thank-you e-mails that evening. Make copies of your e-mail before sending and attach business cards to your copy.* | **Prepared Elevator Speech** |
| **T/9** | | **How to Work a Career Fair**  *Assignment: Read CDS Handbook pages 38-45; read Starting Out pages 109-113* | **Career Fair Research** |
| **R/11** | | **Interviewing Techniques**  *Class activity: mock interviews*  *Demonstration of Perfect Interview program* |  |
| **T/16** | | **PERFORM PERFECT INTERVIEW** | **PERFORM PERFECT INTERVIEW** |
| **R/18** | | **How to Perform an Effective Job Search** | **Perfect Interview Reaction Paper** |
| **T/23** | | **Exploring the Self: MBTI inventory**  **\*Distribute Assessment Reaction Paper guidelines\*** |  |
| **\*R/25** | | **MBTI Interpreted** | **Meet in Lab** |
| **March** | | | |
| **T/2** | **Exploring the Self: Strong Interest Inventory** | | **Meet in Lab** |
| **\*R/4** | **Strong Interest Inventory Interpreted** | |  |
| **T/9** | **Activity: Holland-type party preferences**  **Workplace Values Activity**  ***Distribute Work Philosophy/Goals Statement assignment*** | |  |
| **R/11** | **Brief PRESENTATIONS** | | **Assessment Reaction Paper Due** |
| **T/16** | NO CLASS: SPRING BREAK | |  |
| **R/18** | NO CLASS: SPRING BREAK | |  |
| **T/23** | **Researching Occupations/ Career Paper Outline distributed (due with Portfolio)/Portfolio Guidelines Distributed**  *Assignment: Using the Department of Labor’s Occupational Outlook Handbook on-line resource, research the occupation(s) of interest and print the report.* | |  |
| **R/25** | **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/30** | **Is Graduate School in Your Future?** | |  |
| **April** | | | |
| **R/1** | | **Managing your Personal Finances**  Chapters 30-35 in *Starting Out!* | **Quiz: Chapters 30-35** |
| **T/6** | | **Workplace Health Issues – Taking charge of your personal health after college**  *Assignment: Read Chapters 55-60 in Starting Out!* | **Quiz: Chapters 55-60** |
| **R/8** | | **Workplace Health Issues –Substance Abuse, Part 1** |  |
| **T/13** | | **Workplace Health Issues – Substance Abuse, Part 2**  *Assignment: Read Chapters 61-64 in Starting Out!* | **Quiz: Chapters 61-64** |
| **R/15** | | **Legal Issues in the Workplace – Equal Employment Opportunity** |  |
| **T/20** | | **Working in a Diverse World, Part 1** |  |
| **R/22** | | **Working in a Diverse World, Part 2**  ***Case study discussions*** |  |
| **T/27** | | **Portfolio Presentations**  **Job Search Confidence Survey** | **Portfolios complete, including the Career Research Reaction Paper and Work Philosophy/ Goals Statement** |
| **R/29** | | **Portfolio Presentations**  **Wrap-Up**  **Course Evaluations** |  |
| **The End! No assignments will be accepted after April 29.** | | | |

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**GRADING**

**MAXIMUM EARNED**

**ASSIGNMENTS POINTS POINTS**

Participation 10 \_\_\_\_\_\_\_\_\_

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

Career Fair Article 5 \_\_\_\_\_\_\_\_\_

CAREER EXPO Research 10 \_\_\_\_\_\_\_\_\_

Includes company research, questions, copies of

Thank-you e-mails with business cards attached

Personal Assessments Summary/

Self-Exploration Reaction Paper 25 \_\_\_\_\_\_\_\_\_

Includes Work Values Game, Strong Interest Inventory,

MBTI, Temperament, brief presentation

Career Research Paper 15 \_\_\_\_\_\_\_\_\_

Includes What Can I Do With a Major In \_\_\_\_\_\_?

OOH Printout, 2-3 additional resources

Perfect Interview Reaction Paper 10 \_\_\_\_\_\_\_\_\_

Quizzes 30 \_\_\_\_\_\_\_\_\_

Career Portfolio 40 \_\_\_\_\_\_\_\_\_

Includes Statement of Originality & Confidentiality,

Work Philosophy, Goals, Functional Resume and Sample

Cover Letter, 2 – 4 Skill Areas with supporting artifacts,

Academic Plan of Study/Transcript, Optional Sections

If applicable, as well as presentation of portfolio.

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

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

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

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

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

**\*Note: You may earn 5 bonus points for each Life Skills seminar that you attend. You have the opportunity to earn up to 10 bonus points in this way. You are responsible for bringing to the instructor evidence of your attendance at these seminars no later than one week before the end of the semester.**

***Grading Scale:***

A: 90 – 100 D: 60 – 69

B: 80 – 89 F: 59 and below

C: 70 – 79