

# **COUN 2970-CAR**

Career Success for  
Student-Athletes

**Tuesday/Thursday 11:00–  
11:50 AM**

**Spring 2012**

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

**College of Education**

## INSTRUCTOR INFORMATION

**Elizabeth Hancock, M.S.**  
**eah0038@auburn.edu**

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## OFFICE HOURS

**Tuesday & Thursday 10:00 to  
2:00 Pm & by appointment**

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

## COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

### *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

### *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

### *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



## 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:	11:00 –11:50 Am/Tuesdays & Thursdays
Class Location:	Student-Athlete Development Center 317
Instructor:	Elizabeth Hancock, M.S.
Office:	Student-Athlete Development Center 359 Tuesday & Thursday 10:00 to 2:00 PM & by appointment
E-mail:	eah0038@auburn.edu

*The course syllabus is a general plan for the course.  
Modifications 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](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 1 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  
ELEVATOR SPEECH  
PERSONAL STATEMENT

#### **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 **1 point 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:
  - a. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
  - b. 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 and your device may be taken up.**
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:
  - a. Engage in responsible and ethical professional practices.
  - b. Contribute to collaborative learning communities.
  - c. Demonstrate a commitment to diversity.
  - d. 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 Life Skills Seminars throughout the semester.

<p align="center"><b>Class Calendar: Topics and Assignments</b>  <b>Spring 2012</b></p>
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*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.*

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
<b>Tuesday 1/10</b>	<b>Class Introduction, Review Syllabus</b> <i>Assignment-Read Ch 1 &amp; 2 in <u>Starting Out</u></i>	
<b>Thursday 1/12</b>	<b>Why Am I Here? Decision Making &amp; Goal Setting;</b> <i>Assignment-Working World Today Article</i>	
<b>Tuesday 1/17</b>	<b>Issues in Today's Working World</b>	<b>Working World Today Article</b>
<b>Thursday 1/19</b>	<b>Preparing to Leave College, Where do I Start? Can Career Development Services Really Help Me?</b> <i>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</i> <i>Assignment- Read CDC Handbook pages 11-25 and <u>Starting Out</u> Ch 14.</i>	
<b>Tuesday 1/24</b>	<b>What is a Resume?</b> <i>Assignment-create a typed Rough Draft Resume &amp; Cover Letter</i>	
<b>Thursday 1/26</b>	<b>Will You Review my Resume &amp; Cover Letter?</b> <i>Assignment-Career Fair Article</i> <i>Read Ch 1 in <u>Life After College</u></i>	<b>Rough Draft Resume &amp; Cover Letter</b>
<b>Tuesday 1/31</b>	<b>Career Fairs, What is the Point? Elevator Speeches, What are Those?</b> <i>Assignment-Read Ch 12 in <u>Starting Out</u></i>	
<b>Thursday 2/2</b>	<b>Self-Exploration &amp; Assessments</b>	
<b>Tuesday 2/7</b>	<b>Self-Awareness &amp; the Job Search Process</b> <i>Assignment-take the MBTI &amp; STRONG Assessment (this will be used in your reaction paper)</i>	
<b>Thursday 2/9</b>	<b>Meet in Computer Lab to take MBTI &amp; STRONG</b>	
<b>Tuesday 2/14</b>	<b>MBTI Interpretation</b>	<b>2<sup>nd</sup> Draft of Resume &amp; Cover Letter</b>
<b>Thursday 2/16</b>	<b>STRONG Interpretation</b> <i>Assignment-Read Ch 16 in <u>Starting Out</u>; read in CDS Handbook pages 35-41</i>	
<b>Tuesday 2/21</b>	<b>I Have to Interview?</b> <i>Assignment - Perfect Interview Video - 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 Services Office.</i>	<b>Career Expo Research Paper</b>

<b>Thursday 2/23</b>	<b>Perfect Interview Review ~ How Do I Look?</b>	<b>Perfect Interview Video</b>
<b>Tuesday 2/28</b>	<b>Interview Practice</b> Assignment-read pages 124-128 in <i>Life After College</i> and Ch 78, 79 & 80 in <i>Starting Out</i>	<b>Perfect Interview Reaction Paper</b>
<b>Thursday 3/1</b>	<b>Networking &amp; Making Connections While Helping Others</b> Assignment-read chapters 9 & 13 in <i>Starting Out</i>	<b>Final Resume</b>
<b>Tuesday 3/6</b>	<b>Mid-Term; How to Research Careers, Using the Occupational Outlook Handbook website</b> <a href="http://www.bls.gov/search/ooh.htm">http://www.bls.gov/search/ooh.htm</a> Assignment, look up at least 3 careers of interest to you and print the PDF information for your Portfolio; Read Ch 15 in <i>Starting Out</i> and Ch 2 in <i>Life After College</i>	
<b>Thursday 3/8</b>	<b>Job Search ~ Where Do I Start?</b> Assignment-read Ch 3&4 in <i>Life After College</i> & Ch 17-22 in <i>Starting Out</i>	<b>Personal Statement</b>
<b>Tuesday 3/13</b>	<b>NO CLASS! Spring Break</b>	
<b>Thursday 3/15</b>	<b>NO CLASS! Spring Break</b>	
<b>Tuesday 3/20</b>	<b>So I Got the Job, Now What!</b> Assignment Read Ch 38-41 in <i>Starting Out</i>	
<b>Thursday 3/22</b>	<b>Workforce Development ~ Teamwork &amp; Communication Ethics &amp; Office Politics</b> Assignment read Ch 26-37 in <i>Starting Out</i> Assignment- read Ch 5 & 6 in <i>Life After College</i>	
<b>Tuesday 3/27</b>	<b>Money, Money, Money; Developing &amp; Sticking to a Budget</b> Assignment read Ch 23-25; 55-61 & 64 in <i>Starting Out</i>	<b>Career Research Paper</b>
<b>Thursday 3/29</b>	<b>Guest Speaker, Kelley Taylor ~ Equal Opportunity Employer &amp; ADA</b>	
<b>Tuesday 4/3</b>	<b>Using Your Benefits; Take care of Yourself ~ Health Issues</b>	
<b>Thursday 4/5</b>	<b>Working in a Diverse World</b> Assignment read Ch 7 & 8 in <i>Life After College</i>	
<b>Tuesday 4/10</b>	<b>Is There Something More? Planning for the Future</b>	
<b>Thursday 4/12</b>	<b>Protect Yourself ~ Sexual Harassment</b>	<b>5 &amp; 10 Year Plan</b>
<b>Tuesday 4/17</b>	<b>Sexual Harassment, cont. TURN IN BOOKS</b>	<b>TURN IN BOOKS</b>
<b>Thursday 4/19</b>	<b>Portfolio Presentations</b>	<b>Personal Assessments Summary</b>
<b>Tuesday 4/24</b>	<b>Last day of class, Portfolio Presentations</b>	<b>Portfolio</b>
<b>The End! No assignments will be accepted after April 25<sup>th</sup>!</b>		

## GRADING

Assignments	Maximum Points	Earned Points
Working World Today Article	5	_____
Career Expo Research	10	_____
Perfect Interview Reaction Paper	5	_____
Resume & Cover Letter	10	_____
Personal Statement	5	_____
Career Research Paper	10	_____
5 & 10 Year Plan Summary	10	_____
Attend 2 Life Skill Workshops	5	_____
Pop Quizzes on Reading Material	15	_____
Personal Assessments Summary	5	_____
Career Portfolio & Presentation	20	_____

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

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

**Unexcused Absences: \_\_\_\_\_ x 1 point = - \_\_\_\_\_**

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

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

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 April 24<sup>th</sup> in order to receive credit.

### Grading Scale:

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: 59 and below