

COUN 1000-ATH

Career Orientation &
Exploration for Student-
Athletes

**Tuesday/Thursday 12:30 to
1:25 PM**

Spring 2013

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

College of Education

INSTRUCTOR INFORMATION

Elizabeth Hancock, MS
eah0038@auburn.edu

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OFFICE HOURS

**Tuesday & Thursday 8:00 AM to
11:00 AM & By Appointment**

Location: Student-Athlete
Development Center #359

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 1000-ATH
Course Title:	Career Orientation & Exploration for Student-Athletes
Prerequisites:	None
Credit Hours:	2 semester hours credits/Graded
Class Meeting Times:	12:30 –1:25 pm/Tuesdays & Thursdays
Class Location:	Student-Athlete Development Center 317
Instructor:	Elizabeth Hancock, M.S.
Office:	Student-Athlete Development Center 359 Tuesday & Thursday 8:30 AM to 11:00 AM & By Appointment
E-mail:	eah0038@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.*

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. Getting from College to Career: 90 Things to do Before You Join the Real World, Revised Edition, by Lindsey Pollak.

2. Make a Difference: The Challenge of Excellence: Volume 1 of the Eagle Leadership Series for College Students, by Larry Little.

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 **½ 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 (unless pre-approved by instructor) will be marked absent; therefore **½ point will be deducted from your final grade** (refer to Course Policy # 1).
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; therefore ½ point will be deducted from your final grade (refer to Course Policy # 1) **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 via **Canvas**.
7. Late assignments will result in a **½-point reduction** per class day (T-TH) for that assignment. Late assignments will be accepted **up to two weeks** past the due date for partial credit. After two weeks, 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 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).

10. **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/studentpolicies
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. **Participation:** You are expected to participate in class and to not fall asleep. Falling asleep may result in you being considered absent and marked un-excused therefore ½ point will be deducted from your final grade (refer to Course Policy # 1).
14. As part of the class, students must attend a minimum of 3 Life-Skills seminars throughout the semester

Class Calendar: Topics and Assignments Spring 2013

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.

Date	Topic	Assignment/ Readings Due
Thursday 1/10	Class Introduction, Review Syllabus, Self-Assessment & Personality <i>Assignment- Read chapter 1 in <u>Getting from College to Career</u></i>	
Tuesday 1/15	Self-Assessment & Career Development <i>Assignment- Article review on the Working World Today;</i>	Chapter 1 in <u>Getting from College to Career</u>
Thursday 1/17	Issues in the Working World Today <i>Assignment- Journal topic ~ Make This Work for You</i>	Working World Today Article
Tuesday 1/22	Assessing Your Personality & Interests <i>Assignment- Read chapters 1& 2 in Make a Difference</i>	
Thursday 1/24	Personality, Self-Assessment & its Impact on Career Choice	Chapters 1 & 2 in <u>Make a Difference</u>
Tuesday 1/29	Discovering Values & Qualities <i>Assignment-read Chapter 3 in Getting from <u>College to Career</u></i>	
Thursday 1/31	Values, Career Decision & Satisfaction	Chapter 3 in <u>Getting From College to Career</u>
Tuesday 2/5	Assessing Your Skills <i>Assignment-read Chapter 5 in Getting from College to Career</i>	
Thursday 2/7	Exploring & Analyzing Your World	
Tuesday 2/12	Major Exploration, What does Auburn have? <i>Assignment-take STRONG & MBTI assessments</i>	BRING LAPTOP
Thursday 2/14	Exploring & Researching Careers	BRING LAPTOP
Tuesday 2/19	MBTI Interpretation; Phyllis Bickers, Career Services	
Thursday 2/21	STRONG Interpretation; Addye Buckley-Burnell, Career Services	
Tuesday 2/26	Major & Career Exploration Using Assessment Information <i>Assignment-read Chapters 2 & 4 in Getting from College to Career</i>	BRING LAPTOP
Thursday 2/28	Networking, Professionalizing & Marketing Yourself <i>Assignment- Read chapter 7 in Getting from College to Career</i>	Chapters 2 & 4 in Getting from College to Career

Tuesday 3/5	Preparing a Resume <i>Assignment-prepare a Rough Draft Resume & Cover Letter; Read chapter 9 in Getting From College to Career</i>	Chapter 7 in Getting from College to Career
Thursday 3/7	Interviewing Successfully, <i>Assignment-Complete Mock Interview Worksheet</i>	Academic Research Paper Chapter 9 in Getting from College to Career
Tuesday 3/19	Practice Interviews	Rough Draft Resume Interview Worksheet
Thursday 3/21	Guest Speaker, Kent Games; Careers in Athletics	
Tuesday 3/26	Speaking with the Media & Developing Your Personal Brand; Careers in Athletics	
Thursday 3/28	Careers in Athletics	
Tuesday 4/2	Career Planning & Long Term Career Goals & Working for Your Future, What Does the Future Hold For Me <i>Assignment-Read chapter 5 & 6 in Getting from College to Career</i>	Final Resume
Thursday 4/4	Financial Management <i>Assignment read chapters 7 & 8 in Make a Difference</i> <u>7</u>	Chapters 5 & 6 in Getting from College to Career
Tuesday 4/9	Workforce Development ~ Understanding Others in Career Development <i>Assignment-read chapter 8 in Getting from College to Career; Chapters 9 & 19 in Make a Difference</i>	Chapters 7 & 8 in Make a Difference
Thursday 4/11	Workforce Development ~ Teamwork & Communication <i>Assignment- Read chapter 10 in Getting from College to Career & chapter 11 in Make a Difference</i>	Chapter 8 in Getting from College to Career Chapters 9 & 10 in Make a Difference
Tuesday 4/16	Workforce Development ~ Handling Conflict & Becoming a Positive Leader	Chapter 10 in Getting from College to Career Chapter 11 in Make a Difference
Thursday 4/18	Career Research Presentations	5 Year Plan
Tuesday 4/23	Career Research Presentations ~ TURN IN BOOKS	TURN IN BOOKS
Thursday 4/25	Last day of class, Career Research presentations	Career Research Project
The End! No assignments will be accepted after April 26th!		

GRADING

Assignments	Maximum Points	Earned Points
Working World Today Article	5	_____
Journal	15	_____
Academic Research Paper	10	_____
Interview Worksheet	10	_____
Resume	10	_____
5 Year Plan	5	_____
Career Project	10	_____
Attend 3 Life Skill Workshops	10	_____
Pop Quizzes/Participation	15	_____
Final Presentation	10	_____

Total: 100 Sub-total: _____

Bonus Points Earn + _____

Unexcused Absences: _____ x ½ point = - _____

Final Points: _____

Final Grade: _____

You may earn bonus points for every life skills workshop (beyond the required 3).

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 and below