

COUN 2970-CAR

Career Success for
Student-Athletes

**Tuesday/Thursday 10:00–
10:50 AM**

Summer 2013

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

College of Education

INSTRUCTOR INFORMATION

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

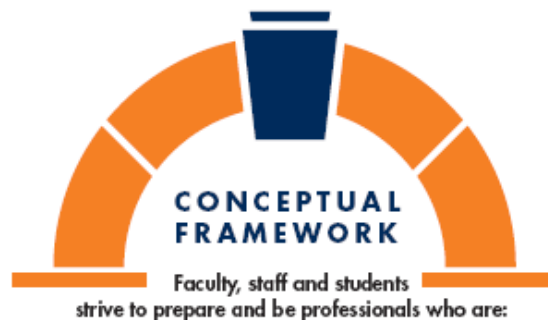
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OFFICE HOURS

**Tuesday & Thursday 8:30 to
11:00 Am & by appointment**

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

COLLEGE OF EDUCATION



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:	10:00 –10:50 Am/Tuesdays & Thursdays
Class Location:	Student-Athlete Development Center 317
Instructor:	Elizabeth Hancock, M.S.
Office:	Student-Athlete Development Center 359 Tuesday & Thursday 8:30 to 11:30 AM & 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. Make a Difference: The Challenge of Excellence: Volume 1 of the Eagle Leadership Series for College Students, by Larry Little.
5. 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 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
MOCK 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*)
COMMUNITY DEVELOPMENT
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 **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 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 **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 $\frac{1}{2}$ point will be deducted from your final grade (refer to Course Policy # 1).
14. As part of this class you must attend at least 2 Life Skills Seminars throughout the semester.

<p align="center">Class Calendar: Topics and Assignments Spring 2013</p>

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 Due
Tuesday 6/25	Class Introduction, Review Syllabus ~ Preparing to Leave College, Where do I Start? Becoming a Professional , Networking & Making Connections While Helping Others	
Thursday 6/27	Preparing to Leave College, Self-Awareness & the Job Search Process Searching for a Job & Researching Careers <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>	
Tuesday 7/2	What is a Resume? <i>Assignment-create a typed Rough Draft Resume & Cover Letter</i> Career Fairs, What is the Point? Elevator Speeches, What are Those? I Have to Interview? <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>	
Thursday 7/4	NO CLASS	
Tuesday 7/9	Workforce Development ~ Working in a Diverse World, Equal Opportunity Employment	Rough Draft Resume & Cover Letter
Thursday 7/11	Workforce Development ~ Understanding Personality and Handling Conflict in the Workplace	Personal Statement
Tuesday 7/16	Workforce Development ~ Moving Up! Promotions and management.	
Thursday 7/18	Developing and managing your personal brand.	
Tuesday 7/23	So I Got the Job, Now What! <i>Assignment Read Ch 38-41 in <u>Starting Out</u></i>	Mock Interview Reflection 5 & 10 Year plan
Thursday 7/25	Money, Money, Money; Developing & Sticking to a Budget	Career Portfolio
The End! No assignments will be accepted July 26th!		

GRADING

Assignments	Maximum Points	Earned Points

Personal Statement	10	_____
Resume & Cover Letter	10	_____
Mock Interview Reflection	10	_____
5 & 10 Year Plan Summary	10	_____
Participation	10	_____
Career Portfolio	50	_____

Total: 100 Sub-total: _____

Bonus Points Earn + _____

Unexcused Absences: _____ x ½ point = - _____

Final Points: _____

Final Grade: _____

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 and below