**COUN 2970-001**

Career Success for

Student-Athletes

**Summer 2014**

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

**College of Education**

Instructor Information

**Blake Sandusky, Ed.S.**

**wbs0008@auburn.edu**

Office Hours

**Upon Request M-R**

**Location: #** 326Student-Athlete Development Center



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2970-001

Course Title: Career Success for Student-Athletes

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: M-R 10:00-11:15

Class Location: Student-Athlete Development Center 317

Instructor: Blake Sandusky, EdS

Office: Student-Athlete Development Center 326

Office Hours: E-mail: Contact info page 1

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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 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. Life After College: What to expect and how to succeed in your career by Andy Masters
3. Make a Difference: Vol 1 by Larry Little
4. Make a Difference: Vol 2 by Larry Little, Melissa Jackson & Mark Beaird
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 POLICIES:**

1. Attendance is vital to your success in this class; therefore, **2 points will be deducted from your participation grade for every unexcused absence.** Maintaining professional standards in your career begins now! Students are expected to attend all classes and to arrive on time. **Tardiness** is not permitted. Students arriving to class more than 10 minutes late will be marked as absent and as such **2 points will be deducted from your participation grade.**
2. Policies regarding excused absences 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. **ALL** **electronic devices including, but not limited to, cell phones, Ipod, mp3 players, IPad, laptop *are expected to be used only for class purposes.* The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Students will be given one verbal warning regarding the proper use of electronic devices. Upon a second warning the student will not be allowed to have electronic devices out during classroom time and will be expected to turn off electronic devices and put them away during class time.**
4. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
5. Written reports will be submitted to the instructor typed (size 12 font) and double-spaced via Canvas. Assignments utilizing E-Portfolio tools must have the link submitted on Canvas.
6. Late assignments will result in a **½ -point reduction** per class day (T-R) 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).
7. **Students are responsible for initiating arrangements for missed work.**
8. **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).
9. **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](https://sn2prd0202.outlook.com/owa/redir.aspx?C=V5-5lfN_aUGOpxaYu9zxApfCOnZpCs8IwxHZ5CXw6SmVmISsC4PxOSZAIh7nY6_nrKbaVscmGow.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)
10. **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.
11. 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.
12. **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).

**Class Calendar: Topics and Assignments**

*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** | **Activities/Assignments** | **Assignment Due** |
| **Class #**  **1** | **Class Introduction** | Review Syllabus ~ Why Am I Here? Decision Making & Goal Setting; |  |
| **Class #**  **2** | **Preparing to Leave College** | Leaving, Where do I Start? Becoming a Professional; Developing a career portfolio & Creating Your Elevator Speech; Personal Statements |  |
| **Class #**  **3** | **Issues in Today’s Working World** | Discuss topics in today’s working world |  |
| **Class #**  **4** | **What is a Resume?** | Learn the differences between resumes, begin developing resume & cover letter |  |
| **Class #**  **5** | **Career Fairs & Business Attire** | How to navigate a career fair; professional dress | **Personal Statement Due** |
| **Class #**  **6** | **Preparing to Leave College** | Self-Awareness & the Job Search Process Searching for a Job & Researching Careers |  |
| **Class #**  **7** | **I Have to Interview?** | Learn about interviewing skills; practice interview skills in pairs practice |  |
| **Class #**  **8** | **Perfect Interview Review** | Review individual interview videos in class; provide glow and grows; get into pairs and practice interview questions |  |
| **Class #**  **9** | **Will You Review my Resume & Cover Letter?** | In pairs, review & critique resume & cover letter | Resume/Cover Letter Rough Draft |
| **Class #**  **10** | **Interview Practice** | Complete group interview activity |  |
| **Class #**  **11** | **Workforce Development**  **Workforce** | Understanding Personality; office politics and handling conflict |  |
| **Class #**  **12** | **Workforce Development**  **Workforce** | Teamwork & Communication | **Resume/Cover Letter Due** |
| **Class #**  **13** | **Workforce Development** | Working in a Diverse World; diversity training activity | **Mock Interview Sheet and Reflection Due** |
| **Class #**  **14** | **Workforce Development** | Sexual Harassment, Protect Yourself and Others |  |
| **Class #**  **15** | **Workforce Development** | Managing Ethical Dilemmas |  |
| **Class #**  **16** | **Workforce Development** | Working with the Media & public speaking |  |
| **Class #**  **17** | **What comes next?** | Planning for the future and creating goals |  |
| **Class #**  **18** | **Career Success & leadership** | Being successful on the job; Working the corporate ladder |  |
| **Class #**  **19** | **Money, Money, Money** | Managing Money; Developing & Sticking to a Budget | **5 year plan due** |
| **Class #**  **20** | **Portfolio Presentations** |  | **Portfolio Due** |

**CLASS ASSIGNMENTS:**

1. **Personal Statement**
   1. Students are to develop their personal statement

You may format this paper however you would like, just make sure to include all of the required information and explain your statements. In other words, justify why you stand for something or why you want to do something by a certain time.

I am available should you need further assistance with this assignment.

* 1. Your personal statement is a brief description of who you are as a person
     1. Provides a direct reflection of your values, educational goals, life/career goals and character.
     2. The foundation created by a personal statement will provide direction, insight, and additional avenues for exploration as your professional portfolio is constructed
  2. Things to think about when writing your personal statement
     1. Use positive & strong language that will convey confidence
     2. Personalize your statement in a professional manner
     3. Utilize assessments that you take
  3. Other items/areas that you may include or want to consider when writing your personal statement:
     1. Provides evidence of your achievements that isn't reflected in other parts of your application/resume
     2. How and why the events that you describe have shaped your attitude, focus, and, most of all, your intellectual vitality.

1. **Resume & Cover Letter**

You are to develop a working resume and cover letter. Locate a job opening in the field that you are interested in working in. Find out information related to this position and apply it to your cover letter.

Your resume and cover letter should include the following information:

* + 1. Contact Information *If you have elected for an e-portfolio as your final project, please do not include your personal address of phone number on your resume!*
    2. Objective Statement
    3. Education
    4. Experience
    5. Skills (optional)
    6. References

Cover Letter *If you have elected for an e-portfolio as your final project, please do not include the Cover Letter in it!*

1. Contact Information
2. Information about the open position
3. Interests/Strengths
4. Appropriate Greeting/Closing
5. **Mock Interview Reflection**

You are to contact and request to be interviewed by an approved individual, remember to write your cover letter in a professional manner. If you are a business related major, you must use the Office of Professional Development within the College of Business.

Remember, when applying for a job, you must accommodate the person who is interviewing you. This means you come at a time that is convenient to them (do not miss class, or athletic requirements). You must dress in professional attire, bring copies of your resume and be prepared to be interviewed for employment.

You will need to download the interview rubric from Canvas and provide that to the individual interviewing you.

You are to write a 1 page reaction paper regarding this experience. Discussing how it felt to be interviewed, did you feel prepared, what areas do you need to work on improving.

1. **5 Year Plan Summary**
   1. You are to create and develop a plan for yourself for the next 5 and 10 years. This should include your final financial plan. You may format this paper however you would like, just make sure to include all of the required information and explain your statements out. In other words justify the purpose of your goal and how you feel it will assist you in the future. As discussed in class, goals should be realistic, measurable, and achievable. They should also challenge you. The trick is to set the bar high enough to stretch you, but not so high that you think it will be impossible to reach.
   2. ***If your plan includes you going “pro” then you must have an additional backup plan.***
   3. For each of your plans make sure to include:
      1. Employment/Volunteer aspirations
      2. Educational aspirations & the possibility of graduate school (where will you go, what will you study & when will you go)
      3. Financial aspirations (financial plan)
      4. Personal aspirations (family, goals)
      5. Personal relationships (friends, dating, how will you choose these individuals, what values do you want them to have)
      6. How you will attain your goals
      7. How your goals may assist you in being more successful in the future
      8. Does this career satisfy your work values? (from in class activities)
      9. How your values and interests play into your plan
      10. A potential backup plan if things do not go as expected
2. **Participation**

This course marks the beginning of your career development. Therefore, it is expected that everyone participate in class discussions and activities.

1. **Career Portfolio**

You will need

3 ring binder

Dividers with tabs

Clear Plastic Protectors

Sections to include

Personal Statement (work philosophy, goals, 5 Year Plan)

Self-Reflection (mock interview reflection, other reflections)

Financial Plan (budget)

Professional Research (What Can I do With A Major In? print out)

Resume

Cover Letter

References

Elevator Speech

Mock Interview Worksheet

1. **Final Presentation**

You will have 7-10 minutes for your presentation which must include fully completed portfolio.

Present the individual sections of your portfolio, discussing how each section highlights your skills, abilities, achievements and future goals.

**GRADING**

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| **Assignments** | **Maximum Points** | **Earned Points** |
| Personal Statement | 15 |  |
| Resume & Cover Letter | 30 |  |
| Mock Interview Reflection | 15 |  |
| 5 & 10 Year Plan Summary | 20 |  |
| In-Class Participation/Assignments | 20 |  |
| Career Portfolio | 50 |  |
| Final Presentation | 20 |  |

**Total: 170 Sub-total: \_\_\_\_\_\_\_**

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

**Unexcused Absences:­­\_\_\_\_\_\_ x ½ point = -­­­\_\_\_\_\_\_\_**

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

**Final Grade:­­­\_\_\_\_\_\_\_**

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|  | **Grading Scale:**  A: 153-170  B: 169-136  C: 135-119  D: 118-102  F: 101 and below |