**COUN 1000-005**

Career Orientation & Exploration for Student-Athletes

**MTWR 9:45 – 11:00 am**

**Summer 2015**

**(First Mini-Mester)**

**Blake Sandusky, Ed.S., LMFT, LPC**

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

**College of Education**

Instructor Information

wbs0008@auburn.edu

Office Hours

**Location:** Student-Athlete Development Center

**By Appointment**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000-0005

Course Title: Career Orientation & Exploration for Student-Athletes

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: MTWR 9:45 -11:00 am

Class Location: Student-Athlete Development Center 317

Instructor: Blake Sandusky

Office: Student-Athlete Development Center

Office Hours: Information on page 1

E-mail: wbs0008@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 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.

**TEXTBOOKS:**

1. Getting From College to Career: 90 Things to do Before You Join the Real World, Revised Edition, by Lindsey Pollak.
2. Bound-For-Career Guidebook: A Student Guide to Career Exploration, Decision Making, and the Job Search, by Frank Burtnett.

**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. Students are expected to attend all classes and to arrive on time (unless pre-approved by instructor). 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! **Tardiness** is not permitted. Students arriving to class more than 10 minutes late will be marked as tardy and two tardies will equal an 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 one week* after students have returned to class.
3. **ALL** **electronic devices including, but not limited to, cell phones, IPods, mp3 players, IPads, laptops *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**.
6. All assignments are due at the time that class begins. Late assignments will result in a **point reduction** 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.

1. 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.
2. **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 **2 points will be deducted from your participation 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/**  **Readings Due** |
| **Class #**  **1**  **5/19** | **No Class** |  |  |
| **Class #**  **2**  **5/23** | **Class Introduction & Self-Concept** | Review Syllabus  Meet and Greet Activity  Learn about how self-concept impacts your career development |  |
| **Class #3 5/24** | **No Class** |  | **Journal 1 Due** |
| **Class #4 5/25** | **Assessments and Career Development** | Learn about how values and qualities impact your career development Learn about self-assessments  Take the TypeFocus and Focus assessments |  |
| **Class #**  **5**  **5/26** | **No Class** |  | **Journal 2 Due** |
| **5/30** | **Memorial Day** | No Class |  |
| **Class #6 5/31** | **What does Auburn have? Using O\*net** | Exploration of majors offered at Auburn Explore the Career Center’s website and review the link of “What Can I Do With A Major In”  Where can I find out information about different careers? | **Journal 3 Due** |
| **Class #7**  **6/1** | **Professionalism** | Online and in-person professionalism |  |
| **Class #**  **8**  **6/2** | **Interviews and professionalism** | How to respond in an interview and be professional | **Journal 4 Due** |
| **Class #**  **9**  **6/6** | **Personal Branding and Social Media** | How to put out good information and the importance of developing others thoughts about you | **“My Major” Research Paper Due** |
| **Class**  **#10**  **6/7** | **Resume/Cover Letter** | Developing a resume and cover letter |  |
| **Class #11**  **6/8** | **Goal Setting** | How to set goals | **Journal 5 Due** |
| **Class #12**  **6/9** | **Resume/Cover Letter** | Polish final resume and cover letter |  |
| **Class #**  **13**  **6/13** | **Practice Interview** | Mock Interviews | **5 Year Plan Due** |
| **Class #**  **14**  **6/14** | **Teamwork, Communication, and Leadership** | How to work in teams and best express your point of view  Discussion of leadership styles | **Interview Worksheet Due** |
| **Class #**  **15**  **6/15** | **Out of Class** | **Work Day** | **Final Resume Due** |
| **Class #16**  **6/16** | **Career Presentations** | In-class presentation of Career Project | **Career Project Due** |

**ASSIGNMENTS:**

1. **“My Major” Research Paper**

You are to research an academic major at Auburn University. This may be a major of your choice that you are interested in. For this assignment, you must interview an advisor from the department that you are researching. **You may interview your athletic academic counselor, your coach, a family member or friend, only if the person has a degree in the major that you are researching.**

Your paper should consist of 3 sections:

Section 1 Curriculum Research

What is the major?

What types of courses will you need to take?

Is there a minimum GPA requirement to be admitted or retained in the major/college?

Will you have to complete an internship or co-op?

What careers directly relate to this major?

Will you need to obtain a graduate degree for entry into the job market?

Section 2 Academic Advisor Interview

Begin with a brief description of the person you interviewed (name, position in the department, other interesting facts).

What did you learn from the interview?

Ask the person additional questions such as:

**What do you wish you had known about your career at my age?**

**Do you have any advice for a freshman/sophomore starting out?**

Section 3 Your Reflection

Describe why you are/were interested in this major?

What did you learn about the curriculum that surprised you?

Do the courses interest you?

How do you feel the interview went?

Are you still interested in this major/field?

1. **Interview Worksheet**

The Interview Worksheet will be posted on Canvas; you may type or handwrite your answers. If you handwrite your answers, your handwriting must be legible or it will not be graded!

*There will be an alternate Interview Worksheet that includes bonus points. In order to earn bonus points, you must complete the entire worksheet using well developed responses.*

1. **Resume and Cover Letter**

You are to develop a working resume and a practice cover letter.

Your resume should include the following information:

* + 1. Contact Information
    2. Objective Statement
    3. Education
    4. Experience
    5. Skills

You cover letter should follow the guidelines given.

You are expected to complete this assignment with the assistance of the Auburn Tiger Career Center in SADC.

1. **5 Year Plan**
   1. You are to create and develop a plan for yourself for the next 5 years. 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. Plans with just a few words answers for each question are not acceptable.
   2. Your plan
      1. Employment/Volunteer aspirations
      2. Educational aspirations

Plan of Study

Expected Graduation date

* + 1. Possibility of graduate school *(where are you considering attending & what would you like to study)*
    2. Financial aspirations
    3. Personal aspirations *(family, goals)*
    4. Personal relationships *(friends, dating, how will you choose these individuals, what values do you want them to have)*
    5. Do you plan to do any community service?
    6. How you will attain your goals
    7. How your goals may assist you in being more successful in the future
    8. How your values and interests play into your plan
    9. A brief backup plan if things do not go the way you expect

***If your plan includes you going “pro” then you must have a backup plan that includes all of these components.***

1. **Reflective Journals**
   1. This is an on-going assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals & aspirations and the working world. You are to pick 5 of the 9 listed topics below to write about.
   2. You will need to write 1-2 page response in a narrative style. Please do not re-include the questions, but do put the topic of the journal somewhere in the heading so I can identify it easily.
   3. Please submit your updated journal, with topic written about specified, on designated days via Canvas by the time specified.
   4. Topics:
      1. Advice From Others

Ask at least 3 people (1 must be your coach/athletic trainer or academic counselor, the other 2 CAN NOT be in athletics) the following questions and then reflect upon their answers:

* + - 1. What do you wish you had known about your career when you were my age?
      2. What is the most useful information you learned? Can/will you apply this to your future?
    1. A Look Into the Crystal Ball

Answer and reflect on the following questions

* + - * 1. In the best of scenarios, what do you see as the perfect career for yourself?
        2. What is it about the career that is most appealing to you>
        3. Do you believe your ideal career to be a realistic choice?
        4. What short term educational goals should you set now to point you toward the achievement of your dream career?
    1. Money vs. Happiness

Which is more important to you? Which would you rather have if you could only have one & why?

* + 1. Heroes

Identify at least 3 Career heroes - list people whose careers you admire or are intrigued by in some way (can be someone you know/don’t know, family, famous, etc.)

List at least 2 reasons why you listed each person. In 2 or 3 sentences describe their careers.

* + 1. Work Philosophy

What does work mean to you?

Is it a way of giving back? Self-expression? Achievement?

What do you believe about work?

What is your attitude towards working?

Do you live to work or do you work to live?

Should you do what you like or love…or does it even matter?

* + 1. Type Focus Reflection

Overall, what did this assessment tell you about your personality, interests and preferred work settings?

How well did this assessment reflect your interest and personality?

What does this assessment say would be a good career or major match for you? How do you feel about this?

* + 1. Focus Reflection

Overall, what did this assessment tell you about your personality, interests and preferred work settings?

How well did this assessment reflect your interest and personality?

What does this assessment say would be a good career or major match for you? How do you feel about this?

* + 1. Networking In the Field (Professor)

Schedule a time to meet with one of your current professors or with your favorite professor at Auburn. Ask questions about their career, interests and advice for you. Give them your elevator speech and ask for feedback.

* + - * 1. What do you wish you had known about your career when you were my age?
        2. What is the most useful information you learned? Can/will you apply this to your future?
    1. Networking In the Field (Field You Are Interested In or Researching)

Schedule a time to interview an individual working in the field you are interested in or planning to present on. Ask questions about their career, interests and advice for you. Give them your elevator speech and ask for feedback.

* + - * 1. What do you wish you had known about your career when you were my age?
        2. What is the most useful information you learned? Can/will you apply this to your future?

1. **Career Project**

You are to research 3 careers of interest to you. At least one source must be from the Occupation Outlook Handbook and/or O\*net, as discussed in class. You may also interview a professional from each career that you are researching as an additional source.

**Please** **note:** This assignment is directly related to your **final presentation**. For your presentation you will present 1 of the careers that you have researched. The full project is at the end of the semester.

For each of the 3 careers make sure to include:

* + 1. General Information about the career
    2. Significant points or facts about the career
    3. Nature of the work, what someone does in this field
    4. Working Conditions
    5. Earnings
    6. Advancement Opportunities
    7. List the skills, background, training and education needed
    8. Job Outlook: is it growing? Stable?
    9. Related occupations
    10. Benefits or advantages to that line of work
    11. Describe the kind of earnings you could expect to make starting out, as well as the overall average salary.
    12. Include other facts that you found interesting anything in your research that surprised you or inspired you to do further research).
    13. If you conducted an informational interview with a professional in the field: Describe the person you interviewed and some key points you learned through the interview.
    14. Discuss why you chose this field. Are you still interested in it after learning more about it?
    15. Does this career satisfy your work values? (from in class activities)

1. **Participation**

This course marks the beginning of your career development. Therefore, it is expected that everyone participate in class discussions and activities. At any point in time, the instructor may give a pop-quiz without prior notification.

**GRADING**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Maximum Points** | **Earned Points** |
| Reflection Journal | 50 |  |
| Academic Research Paper | 60 |  |
| Interview Worksheet | 50 |  |
| Resume and Cover Letter | 50 |  |
| 5 Year Plan | 50 |  |
| In-Class Participation/Assignments | 70 |  |
| Career Project | 70 |  |

**Total: 400 Sub-total: \_\_\_\_\_\_\_**

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

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

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

**Final Grade:­­­\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
|  | **Grading Scale:**  A: 360-400  B: 320-359  C: 280-319  D: 240-279  F: 239 and below |