|  |  |
| --- | --- |
| EAGL 4000**Capstone Preparation** **Fall 2022****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education**Instructor Informationcaroline cookoffice: 136H Foyrcc0058@auburn.edu |  |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**Course Number EAGL 4000**

|  |  |
| --- | --- |
| **Course Title** | Capstone Preparation  |
| **Credit Hours** | 3 credit hours  |
| **Course Meetings** |  Hayley 1218  |
| **Prerequisites** | EAGLES Basic Program  |
| **Corequisites** | N/A |
| **Professor** | Caroline Cook |
| **Office Location** | 136H Foy |
| **Phone/E-mail** | Rcc0058@auburn.edu |
| **Office Hours**  | By appointment  |
|  |

1. **Date Syllabus Prepared:** Updated August 2022
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course. See “Who’s Future is it anyway?” <http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>
* Additional Campus Career Center Resource: <http://auburn.edu/academic/provost/university-writing/eportfolio-project/>
1. **Course Description:** In this course students focus on their previously identified concentration area and complete an individualized project that summarizes what they have learned. Students apply the knowledge and experiences they have learned in their concentration courses, work-based training, volunteer experiences, and participation in campus organizations to explain how they will apply this knowledge in their future career. This project is designed to encourage students to reflect on all they have learned and how it will impact their future.
2. **Student Learning Outcomes:**
	* 1. Students will create an online portfolio including sections reflecting the five pillars of the EAGLES Program: academic enrichment, personal and social skills, independent living skills, health and wellness, and integrated work experiences.
		2. Students will explore areas of interest and set goals when it comes to career-making decisions and obtaining meaningful employment.
		3. Students will identify and learn to navigate resources available to them both while they are in the program and once they are alumni of the program, such as Auburn Career Services, LinkedIn, Indeed, and more.
		4. Students will hear from guest speakers focused on presenting valuable information regarding each area of the EAGLES Program’s five pillars and how students can sustain their focus on these areas after completion of the advanced program.

**Course Schedule and Assignments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY** | **DATE** | **CLASS** | **ASSIGNMENT DUE** |
| Tuesday | 08/16/22 | Introduction to Course, Rules and Expectations, Syllabus Review |  |
| Thursday  | 08/18/22 | What is an E-Portfolio? Review examples of portfolios and discuss sections  |  |
| Tuesday  | 08/23/22 | Section 1: Personal InfoGuest SpeakerAbout Me section |  |
| Thursday  | 08/25/22 | In-Class Workday |  |
| Tuesday  | 08/30/22 | Section 1: Personal InfoResume section  |  |
| Thursday  | 09/01/22 | In-Class Workday  | **Submit Portfolio Section 1 Link on Canvas by end of class** |
| Tuesday  | 09/06/22 | Career Breakfast  |  |
| Thursday  | 09/08/22 | AU Career Center Trip  |  |
| Tuesday  | 09/13/22 | Section 2: AcademicsGuest SpeakerAcademic Focus overview |  |
|  Thursday  | 09/15/22 | In-Class Workday |  |
| Tuesday  | 09/20/22 | Section 2: AcademicsCourse Titles and Summaries |  |
| Thursday  | 09/22/22 | In-Class Workday | **Submit Portfolio Section 2 Link on Canvas by end of class** |
| Tuesday  | 09/27/22 | Section 3: EmploymentGuest SpeakerCareer Goals – Indeed Search  |  |
| Thursday  | 09/29/22 | In-Class Workday |  |
| Tuesday | 10/04/22 | Section 3: EmploymentCredentials Selection and Listing |  |
| Thursday  | 10/06/22 | **NO CLASS (Fall Break)** |  |
| Tuesday  | 10/11/22 | Section 4: On-Campus Organizations/Workday if Needed | **Submit Portfolio Section 3 Link on Canvas by end of class** |
| Thursday  | 10/13/22 | In-Class Workday |  |
| Tuesday  | 10/18/22 | Section 4: Social DevelopmentVolunteer Work |  |
| Thursday | 10/20/22 | In-Class Workday | **Submit Portfolio Section 4 Link on Canvas by end of class** |
| Tuesday  | 10/25/22 | Section 5: Independent LivingGuest SpeakerPhoto Media |  |
| Thursday  | 10/27/22 | In-Class Workday |  |
| Tuesday  | 11/01/22 | Section 5: Independent LivingVideo Media |  |
| Thursday  | 11/03/22 | In-Class Workday | **Submit Portfolio Section 5 Link on Canvas by end of class** |
| Tuesday  | 11/08/22 | Peer ReviewIn-Class Work on Edits |  |
| Thursday  | 11/10/22 | Finalize Edits& Reflections | **Submit Finalized Portfolio Link** **Submit Reflection on Canvas by end of class** |
| Tuesday  | 11/15/22 | LinkedIn Clean-Up Day | **Attach E-Portfolio to LinkedIn Account and submit LinkedIn Link on Canvas by end of class** |
| Thursday  | 11/17/22 | E-Portfolio Presentations |  |
| Tuesday  | 11/22/22 | **NO CLASS (Thanksgiving break)** |  |
| Thursday  | 11/24/22 | **NO CLASS (Thanksgiving break)** |  |

**Grades:**

|  |  |
| --- | --- |
| **Assignment Name** | **Point Value** |
| E-Portfolio Section 1 Draft Submission | 20 |
| E-Portfolio Section 2 Draft Submission | 20 |
| E-Portfolio Section 3 Draft Submission | 20 |
| E-Portfolio Section 4 Draft Submission | 20 |
| E-Portfolio Section 5 Draft Submission | 20 |
| E-Portfolio Final Draft Submission | 100 |
| Course Reflection | 50 |
| LinkedIn Submission | 50 |
| Participation (2 pts each)  | 54 |
| **Total:** | **354** |

1. **Course Requirements/Evaluation:**
	* 1. E-Portfolio drafts will be submitted five times throughout the semester, each on one of the five sections covered throughout the class. No minimum or maximum amount is required, and students are encouraged to design each section using their own personal experiences and creative measures. As long as students address each topic or section identified in class and submit their assignment on time, students will receive full credit.
		2. The E-Portfolio Final Draft will be submitted after students complete a partnered in-class peer review of their portfolios. Similar to the drafts, students are encouraged to design each section using their own personal experiences and creative measures. This final draft should be virtually free of spelling errors, use correct punctuation, and be submitted on time to receive full credit.
		3. The Course Reflection will be completed during class time for students to reflect on areas they have most grown in, and other areas they would like more information on as they exit the course.
		4. The LinkedIn Submission should include updated information as reflected by the student’s E-portfolio and include a link to the student’s portfolio itself. Students who include this information and submit the link to their LinkedIn profile on time will receive full credit.
		5. Students will be awarded two participation points for every class they attend and actively participate in.

**Class Policy Statements.**

**Excused Absences.** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences,

<http://www.auburn.edu/student_info/student_policies/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**Auburn University Policy on Classroom Behavior.** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions. . .Students have the responsibility of complying with behavioral standards. . .Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.”

See Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be turned in the day the assignment is due by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**Course Contingency.** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Accommodations for Students with Disabilities.** 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. To set up the meeting, please contact the instructor 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).

**Student Academic Grievance Policy.** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F%3A%5C05-SPRING%2018%5Cauburn.edu%5Cstudentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**Professionalism.** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices;
	+ Contribute to collaborative learning communities;
	+ Demonstrate a commitment to diversity; and
	+ Model and nurture intellectual vitality.