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| EAGL 310**Employment Implementation*****Fall 2023*****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education**Instructor Information**Mrs. Lauren Ozment**Office: Foy 136C Lew00024@auburn.edu  |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number EAGL 310**

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| **Course Title** | **Employment Implementation**  |
| **Credit Hours** | 3 Semester Hours |
| **Course Meetings** | T/TH 8-9:15 Foy 136K |
| **Prerequisites** | Departmental approval |
| **Corequisites** | Employment Exploration  |
| **Professor** | Mrs. Lauren Ozment |
| **Office Location** | Foy 136C |
| **Phone/E-mail** | lew0024@auburn.edu  |
| **Office Hours**  | By appointment  |
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1. **Date Syllabus Prepared:** Updated August 2023
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.
3. **Course Description-** The goal of this course is to provide students with the skills necessary to effectively implement the strategies learned through the preparation phase of the 5-step Career Development Model at their work-based training sites. Employment Implementation assists students with practicing transferable job skills through hands-on learning experiences. This phase encourages the individual to grow in their current job placement by increasing job responsibilities and independence.  Students may also discover that their desired career choice may evolve.
4. **Student Learning Outcomes:**
	* Students will increase job responsibilities and independence through learning self-advocacy skills in the workplace and how to effectively request reasonable accommodations according to Section 504 of the Americans with Disabilities Act.
	* Students will learn specialized content for their career goals by completing micro--credentials, a small certification in a area that relates to their employment skills.
	* Students will apply workplace ethics and decision making through scenario simulations and at their current work-based training sites.
	* Students will enhance their employability through resume building, interview skills, and understanding appropriate workplace protocols.

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| Class | Indicator | Topic | Assignments  |
| 8/17 | E.1 | **Course Overview**-Pre-Test -Employment Process | * Syllabus Agreement Quiz
* Guided Notes
* Pre Test
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| 8/22 | E.15 | **OSHA-10 General Industry Training**  | In class Activity -OSHA |
| 8/24 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 8/29 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 8/31 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/5 | E.2 | **Job Applications**-Parts to an application-Mock Application-Employment Process  | * Review Applications
* Complete Mock Job Application Qualtrics
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| 9/7 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/12 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/14 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/19 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/21 | E.15 | **Protocols and Communication** -Leave requests-Response rate-Social Skills in the workplace | * Guided Notes
* Email Scenarios
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| 9/26 | E.15 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/28 | E.10 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 10/3 | E.2 | **Interviews and Initiative**-Interview skills-Sample questions-Speed notes-Interview tips form Career Center | * Guided Notes
* Speed Notes and Mock Interviews
 |
| 10/5 | E.11 | **Receiving Feedback** -How to respond-How to disagree-How to solve conflict resolution | Guided Notes |
| 10/10 | E.7 | **Workplace Attire**-Business Casual-Business Professional-Expectations-Consistency  | * Guided Notes
* Assign outfit project
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| 10/12 | E.1 | **Employment Implementation and Micro-Credentials**  -Overview-Concentration review | * Guided Notes
* Network Bingo
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| 10/17 | E.2 | **Resume Boosters and Workshop**-Parts of a resume-Enhancing your resume-Review good and bad examples-Create Linked In | * Guided Notes
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| 10/19 | E.14 | **Workplace Ethics**-Culture-Implementing positive workplace ethics | * Guided Notes
* Scenarios
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| 10/24 | E.7 | **AU Career Closet tour with the AU Career Center** |  |
| 10/26 | E.14 | **Appropriate Decision-Making Skills**-Problem solving-Steps for solving an issue-Strategies  | Guided Notes |
| 10/31 | E.14 | **Appropriate Decision-Making Skills Application** | Decision-Making Scavenger Hunt  |
| 11/2 | E.3 | **Self-Advocacy in the Workplace**-How to self-advocate for work situations-Strategies-Scenarios  | * Guided Notes
* Negotiation Sheet
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| 11/7 | E.3 | **Self-Advocacy in the Workplace Application**  | Accommodations Elevator Pitch  |
| 11/9 | E.1 | **Final Project Assigned/Select Micro-Credentials**  | Select Micro-Credentials  |
| 11/14 | E.1 | **Final Project Work Day: Micro-Credentials**  |  |
| 11/28 | E.1 | **Final Project Work Day: Micro-Credentials and Resume Update** |  |
| 11/30 | E.1 | **Micro-Credentials and Resume**-Post Test  | * Micro-Credentials Due
* Resume Upload
* Post Test
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1. **Course Requirements/Evaluation**
* **Attendance:** Students will receive a grade for attendance and participation for each class period. Students are expected to attend class in person unless they have university-approved excuse.
* **Guided Notes:** Students will complete guided notes for each lecture to check for understanding and to guide students through each presentation. Students will complete fill in the blank notes with key concepts from each lecture.
* **Application Activities:** Students will complete an application activity for each lesson to have an opportunity to generalize the skill being taught in class. Application activities will be in the form of an in class activity, class outing to the community, or short project to demonstrate their skills.
* **Micro-Credentials:** Students will complete 2 Micro-Credentials in order to learn specialized content in an area that relates to their career concentration. Micro-Credentials will be taught in person, learned through an online course, or completed through modules.
* **Pre and Post Test:** Students will complete a pre-and post-test for the course based on the course objectives and work-based training indicators to show mastery of skills and progress.
* **Final Project:** Students will complete a final project to connect their careers and interest to the micro-credentials they completed.

**Class Policy Statements:**

**Accommodations:**Students are responsible for advocating for extended time and accommodations in advance prior to the set due date for the assignment. (It is best practice to advocate at least one week in advance.) Extended time will not be granted after a missed due date.

**Participation**: Students are expected to participate in all class activities. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for advocating to make up missed work. Participation is required for satisfactory academic performance.

**Attendance**: Students are required and expected to attend all classes unless they have an approved University excuse. After the third unexcused absence, there will be a 3% meeting, and parent/guardian will be informed. Attendance is required for satisfactory academic performance.

**Tardies**: Students are required and expected to arrive in class on time. You are tardy if you are more than 5 minutes late. If you are more than 10 minutes late you will be marked as an unexcused absence. After the third unexcused tardy, there will be a 3% meeting. Being on time for class is required for satisfactory academic performance.

**Participation**: Students are expected to participate in all class activities. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Assignments:** Written assignments are expected to be typed and are to be of high a quality. Assignments must be turned in the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under the corresponding assignment link. Please do not email assignments. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**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](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy**: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) 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, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be online via Canvas.

**Written Assignments** are expected to be prepared using word processing software (or other assignment appropriate software e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

**Disability 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. 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).

**Honesty Code:**  All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. 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.

**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.

**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. 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
	+ Model and nurture intellectual vitality

**Notice of Non-Discrimination:** Diversity, equity, inclusion and social justice are important values at Auburn University. Auburn University prohibits harassment and discrimination based on the following protected classes: race, color, sexual orientation, gender identity and gender expression, age, religion, national origin, disability, and veteran status. Auburn University does not discriminate on the basis of race, color, national origin, sex, pregnancy, sexual orientation, gender identity or expression, religion, disability, protected veteran status, genetic information, or age in its programs and activities. A bias incident is a non-criminal harassing or discriminatory act that is reasonably believed to be motivated by someone’s actual or perceived protected class status. Examples of bias-related incidents include epithets, slurs, negative stereotyping, damage to property, theft, physical violence and sexual assault. The Bias Education and Response Team, or BERT, housed under the Auburn University Division of Student Affairs, consists of a cross-disciplinary group of Auburn University staff who will ensure that students have a means to report bias incidents and receive information concerning prevention and awareness resources. A bias incident can be reported via the BERT website at: <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=7>