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| EAGL 420  **Work Ready, World Ready**  ***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 420**

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| **Course Title** | **Work Ready, World Ready** |
| **Credit Hours** | 3 Semester Hours |
| **Course Meetings** | M/W 12:15-1:30pm Haley 1221 |
| **Prerequisites** | Departmental approval |
| **Corequisites** | Employment Exploration |
| **Professor** | Mrs. Lauren Ozment |
| **Office Location** | Foy 136C |
| **Phone/E-mail** | [lew0024@auburn.edu](mailto: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 opportunities to apply employment and community readiness skills to become contributing members of society post-program. In the course, students will review important aspects of living in the real world including but not limited to employment benefits, transportation in the community, essential functions and requirements of a job, micro-credentials, and participate in a reality check to plan for their independent living goals.
4. **Student Learning Outcomes:**

* Students will assess, review, and plan realistic employment and living arrangements based on assessments, income, and expected family contributions post-program.
* Students will learn about employment benefits in addition to income from a job. Students will review the difference between a quality job that relates to their interest, versus a quality job where you can receive more hours.
* Students will complete an Independent Living Plan to evaluate and plan according to income and location for post-program living arrangements.
* Students will learn about various modes of transportation in the community, practice public transportation, and apply their skills in an application experience.
* Students will learn and implement basic professionalism concepts including workplace attire, taking the initiative, and growing in professional development.

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| Class | Indicator | Topic | Assignments |
| 8/16 | E.1 | **Course Overview**  -Objectives  -Canvas  -Assignments | * Syllabus Agreement Quiz * Pre Test |
| 8/21 | E.1 | **Work Ready World Ready**  -How to be prepared  -Review goals for the transition  -Discussion on the transition to life after EAGLES | Guided Notes |
| 8/23 | E.1 | **Reality Check**  -Review income vs. living expenses  -Review lifestyle and job correlation | * Reality Check Quiz * Reflection |
| 8/28 | E.1 | **Career Inventories**  -AU Type Focus 2 Assessment | Submit Results to Canvas |
| 8/30 | E.1 | **Career Inventories and Reflection**  -ONET Interest Profiler | Reflection  Summary Due |
| 9/6 | E.1 | **Benefits**  -Type of benefits with a job  -Value of benefits  -Examples of benefits with different types of jobs | Guided Notes |
| 9/11 | E.1 | **Benefits**  -Review  -Exploration Activity | Benefit Application |
| 9/13 | E.12 | **Quantity vs. Quality**  **-**Overview of types of employment  -Factors that contribute to employment choice  -Examples of jobs in both categories | Guided Notes |
| 9/18 | E.12 | **Quantity vs. Quality** | This or That Activity |
| 9/20 | E.14 | **Essential Functions**  -Defining Essential Functions  -ADA and following job criteria  -Examples of essential functions | Guided Notes |
| 9/25 | E.14 | **Essential Functions** | Job Search Activity |
| 9/27 |  | **World Ready: Independent Living** | IL Plan Assigned |
| 10/2 |  | **World Ready: Independent Living** | IL Plan Work Day |
| 10/4 |  | **World Ready: Independent Living** | IL Plan Work Day |
| 10/9 | E.7 | **Work Place Attire**  -Business Professional  -Business Casual  -Consistency/Uniforms | Guided Notes |
| 10/11 | E.7 | **Work Place Attire Application Activity** | Shopping Day |
| 10/16 | E.5 | **Transportation to Work**  -Modes of transportation  -Time management  -Costs | Guided Notes |
| 10/18 | E.5 | **Transportation to Work-Application (Uber)** | CBO Reflection |
| 10/23 | E.5 | **Transportation to Work-Application (Lee Russell)** | CBO Reflection |
| 10/25 | E.16 | **Taking the Initiative**  -Motivation  -Implications  -Practical strategies | Guided Notes |
| 10/30 | E.16 | **Tiffany Myrick CFA HR-Guest Speaker** |  |
| 11/1 |  | **Keisha Pulliam AU Hotel HR-Guest Speaker** |  |
| 11/6 | E.16 | **Micro-Credentials**  -Benefits  -Skills  -Review EAGLES Menu | Guided Notes |
| 11/8 | E.16 | **Micro-Credentials Work Day** |  |
| 11/13 | E.16 | **Micro-Credentials Work Day/World Ready Follow Up** | Micro Credentials Due and Updated Resume |
| 11/15 | E.16 | **Final Project Assigned and Work Day: Transportation in the Community** |  |
| 11/27 | E.16 | **Final Project Work Day** | Final Project Draft Due |
| 11/29 | E.16 | **Final Project Presentations** | * Final Project Due * Post Test |

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.
* **Independent Living Plan:**
* **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 appropriately schedule public transportation and document their outings to show mastery of navigating the community.

**Class Policy Statements:**

**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>