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| EAGL 310**Employment** **Implementation*****Fall 2024*****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Instructor Information**Lauren Ozment, M.Ed**Office: Foy 136C LEW0024@auburn.edu  |  |

Course Information

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| **Course Title** | **Employment Implementation**  |
| **Course Number** | **EAGL 310** |
| **Credit Hours** | 0  |
| **Meetings Days** | Monday and Wednesday |
| **Meeting Time** | 10-11:15am |
| **Meeting Location** | Foy 136 K |
| **Instructor** | Lauren Ozment |
| **Office Location** | Foy 136C |
| **E-mail** | LEW0024@auburn.edu  |
| **Office Hours**  | By appointment  |
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**Fall 2024 Course Schedule**

[EAGLES Employment Indicators](https://auburn.box.com/s/oveg4waaybl5sncz28bxbkpmuc2lx6ih)

Inclusive Higher Education Accreditation Standards

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| Class | EAGLES Indicator | AccreditationStandard | Topic | Assignments  |
| 8/19 | E.1 |  | **Course Overview**-Pre-Test -Employment ProcessEmployment Goals | * Syllabus Agreement Quiz
* Guided Notes
* Pre Test
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| 8/21 | E.15 | Student Achievement Standard 2Curriculum Standard 2 | **Employment Goals** | In class Goal Setting |
| 8/26 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 8/28 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/2 |  |  | **LABOR DAY-NO CLASS** |  |
| 9/4 | E.2 | Curriculum Standard 3 | **OSHA-10 General Industry Training**  | In class Activity -OSHA |
| 9/9 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/11 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/16 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/18 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/23 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training**  | In class Activity -OSHA |
| 9/25 | E.15 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 9/30 | E.10 | Curriculum Standard 3 | **OSHA-10 General Industry Training** | In class Activity -OSHA |
| 10/2 | E.2 | Curriculum Standard 5Curriculum Standard 7 | **Self-Advocacy in the Workplace**-How to self-advocate for work situations-Strategies-Scenarios | * Guided Notes
* Negotiation Sheet
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| 10/7 | E.11 | Student Achievement Standard 2Curriculum Standard 2 | **Employment Goal Check-In Meeting** |  |
| 10/9 | E.11 | Student Achievement Standard 2Curriculum Standard 2 | **Employment Goal Check-In Meeting** |  |
| 10/14 | E.1 | Curriculum Standard 3 | **Employment Implementation and Micro-Credentials**  -Overview-Concentration review | * Guided Notes
* Network Bingo
 |
| 10/16 | E.2 | Curriculum Standard 5 | **Resume Boosters and Workshop**-Parts of a resume-Enhancing your resume-Review good and bad examples-Create Linked In | * Guided Notes
 |
| 10/21 | E.14 | Curriculum Standard 5 | **Workplace Ethics**-Culture-Implementing positive workplace ethics | * Guided Notes
* Scenarios
 |
| 10/23 | E.7 | Curriculum Standard 5Curriculum Standard 6 | **AU Career Closet tour with the AU Career Center** |  |
| 10/28 | E.14 | Curriculum Standard 5 | **Appropriate Decision-Making Skills**-Problem solving-Steps for solving an issue-Strategies  | Guided Notes |
| 10/30 | E.14 | Curriculum Standard 5 | **Appropriate Decision-Making Skills Application** | Decision-Making Scavenger Hunt  |
| 11/4 | E.3 | Curriculum Standard 5Curriculum Standard 7 | Receiving Feedback | Guided Notes |
| 11/6 | E.3 | Curriculum Standard 5 | **Protocols and Communication** | Guided Notes |
| 11/11 | E.1 | Curriculum Standard 3 | **Final Project Assigned/Select Micro-Credentials**  | Select Micro-Credentials  |
| 11/13 | E.1 |  | **EAGLES INTERVIEWS-NO CLASS** |  |
| 11/18 | E.1 | Curriculum Standard 3 | **Final Project Work Day: Micro-Credentials and Resume/LinkedIn Update** |  |
| 11/20 | E.1 | Curriculum Standard 3 | **Micro-Credentials and Resume/LinkedIn** | * Micro-Credentials Due
* Resume Upload
* Linked In Upload
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| 11/25 |  |  | **THANKSGIBING BREAK-NO CLASS** |  |
| 11/27 |  |  | **THANKSGIBING BREAK-NO CLASS** |  |
| 12/2 |  | Student Achievement Standard 2Curriculum Standard 2 | * **OSHA Make Up**
* **Post Test and finish Micro-Credentials**
* **Employment Goal Check-in Meeting**
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| 12/4 |  | Curriculum Standard 3 | **Employment Goal Check-in Meeting** |  |

1. **Date Syllabus Prepared:** Updated June 2024
2. **Textbooks or Major Resources-** There is no need for students to buy a textbook for this class. All readings or other documents will be provided to the student by the teacher.
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. **Outcomes and Objectives:**
	* 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.
5. **Assignments, Grading, and Class Materials**
* **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.
1. **Class Policy Statements:**
	* 1. **Email & Canvas:** Students are responsible for checking emails and Canvas daily.
		2. **Accommodations:** If you need extra time or special help with assignments, you need to ask for it ahead of time. It is best to ask at least one week before the assignment is due. You can't get extra time after the assignment is already late.
		3. **Participation**: Students are supposed to join in and do all the activities in class. Assignments have set due dates, and if you do not have an approved excuse you may not turn them in late. If you miss a deadline, it's your job to talk to the teacher about making up the work. Being involved in class activities is important for doing well in class.
		4. **Attendance**: Students, you must go to all your classes, unless you have an approved excuse (like a doctor’s note).
			1. If you miss class three times without an approved excuse, a 3% meeting will be put in place, and your parent or guardian will be told about it. Going to class is important if you want to do good in school.
		5. **Tardies**: Students, you must come to class on time.
			1. If you're more than 5 minutes late, it's called being tardy.
			2. If you're more than 10 minutes late, it's like you weren't there at all.
			3. After being late three times without an approved excuse, you will have a 3% meeting.
			4. Being on time for class is important if you want to do well in school.
		6. **Assignments:** Students, your written assignments should be typed and should be of good quality. You need to turn them in on the day and time they are due. We will not accept late assignments unless the university gives you an excuse.
		7. Top of Form
		8. Bottom of Form
		9. **Excused** **Absences**: Students, if you need to miss class for a good reason, such as, being sick or someone in your family is really sick, if there's a family emergency like a death, if you're going on a trip for a school-related activity, like a field trip or a sports event, if you have to go to court, or if it's a religious holiday, then it is okay to miss class. But if you need to miss for any other reason, you must ask the teacher first. They'll decide if it's okay or not. It's best to tell the teacher before you miss class, but if you cannot, make sure you tell them within a week after you're absent. And if you miss for a good reason, you will need to show proof, like a doctor's note or something similar.  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/>).
		10. **Make-Up Policy**:  Students, if you miss a big exam because you had a good reason and the teacher said it was okay, you need to talk to the teacher about making it up within a week after you're back in class. Usually, you'll take the make-up test within two weeks after you arrange it with the teacher, unless there's something unusual happening, like holidays or if you're still not back at school. But remember, you cannot take the make-up test in the last three days before the final exam. The make-up test will be online through Canvas.
		11. **Written Assignments:** Students, you need to be ready for your assignments using word processing software, like Microsoft Word, or other software that's right for the assignment, like PowerPoint for a poster project. Your work should be written correctly with good grammar, and without any spelling or typing mistakes. when you're writing, make sure you follow the rules in the latest edition of the American Psychological Association (APA) Publication Manual.
		12. **Disability Accommodations:** Students who need accommodations are asked to submit their approved accommodations through AU Access electronically 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 accommodation through the Office of Accessibility but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
		13. **Honesty Code:** Students, you must follow all the rules about honesty set by Auburn University, which you can find in the Student Policy eHandbook. If anyone breaks those rules, we must report it to the Office of the Provost. The Office of the Provost will have the final decision on what the next steps will be if you break the rules, which could include referring your case to the Academic Honesty Committee.
		14. **Course Contingency:** If something unexpected like illness, an emergency, or a crisis messes up normal class or lab plans, we might need to change things around so we can still finish the class. If that happens, you will be given a new plan and new assignments instead of the ones you had before.
		15. **Professionalism:** When teachers, staff, and students work together in school and the classroom, they should all act like professionals. That means they should:
* Do their job in a responsible and fair way.
* Work well with others and help others learn.
* Respect and include people from all different backgrounds.
* Show that they are curious and excited about learning and encourage others to be the same.
	+ 1. **Notice of Non-Discrimination:** At Auburn University, we believe in diversity, fairness, and treating everyone with respect. We don't allow harassment or discrimination based on things like race, color, sexual orientation, gender identity, age, religion, national origin, disability, or veteran status. This means we treat everyone equally and do not judge them based on these things. If someone feels like they've been treated unfairly because of who they are, they can report it. We have a team called the Bias Education and Response Team (BERT) that helps students report these kinds of incidents and get support. They're here to make sure everyone feels safe and respected on campus A bias incident can be reported via the BERT website at: <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=7>
1. **Generative Artificial Intelligence Tools:** In this class, you can use AI tools like ChatGPT or Copilot for certain assignments if your teacher says it's okay. But if you do, you have to tell them that you used AI and how you used it. Also, make sure you give credit to the AI tool by mentioning its name and who made it. And be careful not to share any private or sensitive info while using these tools. That includes things like personal data, health info, money stuff, or anything legally protected. Just be upfront about using AI, give credit where it's due, and keep things safe.
2. **Mental Health:** If you or someone you know needs help, reach out to Auburn Cares at 334-844-1305 or visit auburn.edu/auburncares. They can help you find the right support. Student Counseling & Psychological Services offers free, confidential mental health counseling and psychiatric services. You can talk to a counselor anytime by calling 334-844-5123. Learn more about mental health at auburn.edu/scps.
3. **Basic Needs**: Any student experiencing food insecurity, or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or www.auburn.edu/auburncares for resources and support.
4. **Sexual Misconduct Resources Statement**: Auburn University faculty are dedicated to helping our students and following gender fairness laws under Title IX. If you share with a faculty member about a problem like sexual misconduct, dating violence, or stalking, we must tell the Title IX Office. They can help you with filing a formal complaint, getting No-Contact Directives, and arranging supportive measures. Get more details at auburn.edu/titleix. If you need to talk in confidence, you can contact Safe Harbor (334-844-7233) or Student Counseling & Psychological Services (334-844-5123). Safe Harbor supports students who have faced sexual or relationship violence by linking them with academic, medical, mental health, and safety help. Learn more at auburn.edu/safeharbor.
5. **Plain Language**: This syllabus was converted to plain language by EAGLES Program staff. This allows for EAGLES Program students to better understand information being conveyed to them.