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| EAGL 410**Work Ready,****World Ready*****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** | **Work Ready, World Ready**  |
| **Course Number** | **EAGL 410** |
| **Credit Hours** | 0  |
| **Meetings Days** | Tuesday and Thursday |
| **Meeting Time** | 12:15-1:30pm |
| **Meeting Location** | Foy 136 Q |
| **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 | Accreditation Indicator  | Topic | Assignments  |
| 8/20 | E.1 | Curriculum Standard 5 | **Course Overview**-Objectives-Canvas-Assignments -Employment Goals | * Syllabus Agreement Quiz
* Pre Test
 |
| 8/22 | E.1 | Student Achievement Standard 2Curriculum Standard 2 | **Employment Goals** | Guided Notes |
| 8/27 | E.1 | Curriculum Standard 5 | **Work Ready World Ready** -How to be prepared-Review goals for the transition-Discussion on the transition to life after EAGLES**Reality Check** -Review income vs. living expenses -Review lifestyle and job correlation  | * Reality Check Quiz
* Reflection
 |
| 8/29 | E.1 | Curriculum Standard 5 | **Career Inventories**-AU Type Focus 2 Assessment  | Submit Results to Canvas |
| 9/3 | E.1 | Curriculum Standard 5 | **Career Inventories and Reflection**-ONET Interest Profiler  | Reflection Summary Due  |
| 9/5 | E.1 | Curriculum Standard 5 | **Benefits**-Type of benefits with a job-Value of benefits-Examples of benefits with different types of jobs  | Guided Notes |
| 9/10 | E.1 | Curriculum Standard 5 | **Benefits**-Review-Exploration Activity  | Benefit Application  |
| 9/12 | E.12 | Curriculum Standard 5 | **Quantity vs. Quality** **-**Overview of types of employment-Factors that contribute to employment choice-Examples of jobs in both categories  | Guided Notes |
| 9/17 | E.12 | Curriculum Standard 5 | **Quantity vs. Quality** | This or That Activity  |
| 9/19 | E.14 | Curriculum Standard 5  | **Essential Functions** -Defining Essential Functions-ADA and following job criteria-Examples of essential functions | Guided Notes |
| 9/24 | E.14 | Curriculum Standard 5 | **Essential Functions** | Job Search Activity  |
| 9/26 |  |  Curriculum Standard 5 | **Paychecks!**-Accessing Paychecks-Parts of a Paycheck | Guided Notes |
| 10/1 | E.16 | Student Achievement Standard 2Curriculum Standard 2 | **Work Place Attire**-Business Professional-Business Casual-Consistency/Uniforms | Guided Notes |
| 10/3 | E.16 | Student Achievement Standard 2Curriculum Standard 2 | **Employment Goal Check in** |  |
| 10/8 | E.16 | Student Achievement Standard 2Curriculum Standard 2 | **Employment Goal Check in** |  |
| 10/10 |  |  | **FALL BREAK-NO CLASS** |  |
| 10/15 | E.5 | Curriculum Standard 6 | **Transportation to Work** -Modes of transportation-Time management-Costs | Guided Notes  |
| 10/17 | E.5 | Curriculum Standard 6 | **Transportation to Work-Application (Uber)** | CBO Reflection  |
| 10/22 | E.5 | Curriculum Standard 6 | **Transportation to Work-Application (Lee Russell)** | CBO Reflection  |
| 10/24 | E.16 | Curriculum Standard 5 | **Taking the Initiative**-Motivation-Implications-Practical strategies | Guided Notes |
| 10/29 | E.16 | Curriculum Standard 5 | **Tiffany Myrick CFA HR-Guest Speaker** |  |
| 10/31 |  | Curriculum Standard 5 | **Keisha Pulliam AU Hotel HR-Guest Speaker** |  |
| 11/5 | E.16 | Curriculum Standard 3 | **Micro-Credentials** -Benefits-Skills-Review EAGLES Menu |  Guided Notes |
| 11/7 | E.16 | Curriculum Standard 3 | **Micro-Credentials Work Day**  |  |
| 11/12 | E.16 | Curriculum Standard 3 | **Micro-Credentials Work Day/World Ready Follow Up**  | Micro Credentials Due  |
| 11/14 |  |  | **EAGLES INTERVIEWS-NO CLASS** |  |
| 11/19 | E.16 | Curriculum Standard 5 | **Final Project Assigned and Work Day: Transportation in the Community** | Final Project Planning Guide Due in class |
| 11/21 | E.16 |  | **Final Project Work Day** |  |
| 11/26 |  |  | **THANKSGIVING BREAK-NO CLASS** |  |
| 11/28 |  |  | **THANKSGIVING BREAK-NO CLASS** |  |
| 12/3 | E.16 | Student Achievement Standard 2Curriculum Standard 2 | * **Present Final Projects and Post Test**
* **Employment Goal Check in**
 | Post Test Due in Class |
| 12/5 | E.16 | Curriculum Standard 3 | * **Finish Micro Credentials and Update Linked in and Resume**
* **Employment Goals**
 | Linked in Link and Resume due in class |

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 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. **Outcomes and Objectives:** 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.
1. **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 appropriately schedule public transportation and document their outings to show mastery of navigating the community.
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.