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| EAGL 1102**Employment Exploration*****Spring 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 1102**

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| **Course Title** | **Employment Exploration** |
| **Credit Hours** | 3 Semester Hours |
| **Course Meetings** | T/TH 8-9:15 Foy 136Q |
| **Prerequisites** | Departmental approval |
| **Corequisites** | RSED 4910: Disability Empowerment  |
| **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 December 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.
3. **Course Description-** In this course, students will explore career paths related to their interests and goals. They will identify occupational areas of interest that they might prepare for and pursue. This course is taken concurrently with RSED 4910 Disability Empowerment.
4. **Student Learning Outcomes:**
	1. Student will actively explore personality strengths and interests through completing the Myers-Briggs Assessment throughout the semester.
	2. Students will actively explore major and career interests through completing a career interest inventories.
	3. Each student will learn more about and discover potential careers available to them through utilizing a job search engine.
	4. Students will develop professional and self-determination skills through career and self-directed planning by completing an end of term final presentation to advocate for individuals with disabilities in the workplace.
	5. Students will apply effective interview and communication skills through a final Mock Interview with peer mentors.

**Course Schedule:**

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| **DAY** | **DATE** | **CLASS** | **ASSIGNMENT DUE** |
| Thursday | 1/12 | No class |  |
| Tuesday | 1/17 | - EAGL 1102 Syllabus-Identifying Personal Strengths-Individual Support Assessment (ISA) | \*ISA due in class\* Pre-test due in class |
| Thursday | 1/19 | -Identifying Personal Strengths Review-Myers-Briggs Assessment | **\*** Myers-Brigg Results due in class |
| Tuesday | 1/24 | -Appropriate Job Behaviors-Create Focus Account with AU Career Center Begin AU Career Assessments | \* Weekly Guided Notes due in class |
| Thursday | 1/26 | No Class Interviews |
| Tuesday | 1/31 | Complete AU Career Assessments | \*Assessment PDF Results due in class |
| Thursday | 2/2 | Work Sampling-Horticulture with Tia Gonzolez and Wheeler Foshee |
| Tuesday | 2/7 | Using Job Search Engines | \* Weekly Guided Notes due in class |
| Thursday | 2/9 | -Using Job Search Engines review-Job search Engine Activity | \* Weekly Guided Notes due in class |
| Tuesday | 2/14 | Resumes: What you need to know | \* Weekly Guided Notes due in class |
| Thursday | 2/16 | -Resume Writing Recap-Write Resume Draft | \* Resume Draft due  |
| Tuesday | 2/21 | Designing Resumes | \*Final Resume Due in Class |
| Thursday | 2/23 | Cover Letters | \*Cover Letter Due in class |
| Tuesday | 2/28 | New Hire Paperwork  | \*Weekly Guided Notes due in class |
| Thursday | 3/2 | Work Sampling-Travel with Missy and Hillary |
| Tuesday | 3/7 | **SPRING BREAK (NO CLASS)** |
| Thursday | 3/9 | **SPRING BREAK (NO CLASS)** |
| Tuesday | 3/14 | Work Sampling -Construction with Nick Vokozkye |
| Thursday | 3/16 | Work Sampling-Hospitality with the Laurel Hotel  |
| Tuesday | 3/21 | Disabilities in the Workplace | \* Weekly Guided Notes due in class |
| Thursday | 3/23 | -Working with a Disability Review-Working with a Disability activity | \*Working with a Disability activity due in class |
| Tuesday | 3/28 | S.M.A.R.T. Vocational Goals | \*Weekly Guided Notes due in class |
| Thursday | 3/30 | S.M.A.R.T. Vocational Goals Writing | \* “S.M.A.R.T. Goal” due in class |
| Tuesday | 4/4 | Interview Skills  | \* Weekly Guided Notes due in class |
| Thursday | 4/6 | -Interview Skills Review-Mock Interview  | Mock Interview |
| Tuesday | 4/11 | Work Sampling-Industry with SiO2 |
| Thursday | 4/13 | Work Sampling-WEGL Radio |
| Tuesday | 4/18 | Work Sampling-Bitty and Beau’s |
| Thursday | 4/20 | Assign Final Presentation and Work Day  |   |
| Tuesday | 4/25 | Final Presentation Work Day |  |
| Thursday | 4/28 | Final Presentations and Post Test | \* Final Presentations due in class\*Post-Test due |

1. **Course Requirements/Evaluation**

Course Assignments:

1. Myers-Briggs Assessment - Students will complete the Myers-Briggs Assessment during the semester. This will assist the students in personality exploration as well as identifying personal strengths.
2. Career Options (AU Career Assessments)- Students will identify their top two potential career fields by the end of this semester based on their results from the AU Career Center Assessments. The students must include a two to three sentence explanation of why they think these were their results.
3. Final Project- Each student will complete a final presentation that highlights their ability to advocate for individuals in the workplace.
4. Mock Interview- Each student will participate in a Mock Interview to apply effective communication skills and appropriate work etiquette.

**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>