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| EAGL  **Becoming an EAGLES Alumni**  **Spring 2023**  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  Instructor Information  **Mrs. Lauren Ozment, M.Ed**  Office: 136C Foy Building  lew0024@auburn.edu |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number EAGL**

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| **Course Title** | Becoming an EAGLES Alumni |
| **Credit Hours** | 6 Credit Hours |
| **Course Meetings** | T/TH/ 9:30-10:50 |
| **Prerequisites** | EAGLES Program Basic Program Completion |
| **Corequisites** | Fourth Year EAGLES Student |
| **Professor** | Mrs. Lauren Ozment |
| **Office Location** | 136C Foy Building |
| **Phone/E-mail** | Lew0024@auburn.edu |
| **Office Hours** | By Appointment |

1. **Date Syllabus Prepared:** Updated November 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 to facilitate their successful completion of the course.
3. **Course Description-** The purpose of this course is to assist students in developing S.O.A.R.(Services and Opportunities to Accessing the Real World) Planning documents in preparation for life after the EAGLES Program. The course helps students work through the 5 domains of the EAGLES Program to identify accommodations needed, personal goals, supports to achieve goals, and action steps to achieve goals. Additionally, this course will assist EAGLES students in developing and updating important documents needed post-program.
4. **Student Learning Outcomes:**

* Students will work through the 5 domains of the EAGLES Program to identify accommodations needed, personal goals, supports to achieve goals, and action steps to achieve goals.
* The students will demonstrate an understanding of the materials presented in class by completing application-based activities.
* The students will meet with parents for each domain over the phone or via Zoom to discuss the progress on S.O.A.R. Planning Document.
* The students will utilize time management to attend class, complete assignments, and complete their final project.

**Course Requirements/Evaluation:**

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| Day | Date | Class | Assignment Due |
| Thursday | 1/12 | No Class |  |
| Tuesday | 1/17 | Review Syllabus/Parent Meeting with Dr. Patten  Review S.O.A.R. Planning |  |
| Thursday | 1/19 | **Health & Wellness: Mrs. Caden**  Staying fit long term  How to find the right plan for you | Syllabus Agreement/Quiz In Canvas-Due  Personal Information Section Complete |
| Tuesday | 1/24 | **Health & Wellness: Mrs. Caden**  Complete S.O.A.R. Health & Wellness Section | S.O.A.R. Plan Health and Wellness Section Due |
| Thursday | 1/26 | **No Class Interviews** |  |
| Tuesday | 1/31 | **Health and Wellness Parent Check in** | Notes from Parent check-in/meeting due |
| Thursday | 2/2 | **Independent Living:Mrs. Willis**  Who?  Where?  Identify Supports?  Transportation? |  |
| Tuesday | 2/7 | **Independent Living:Mrs. Willis**  Complete S.O.A.R. Plan Independent Living Section | S.O.A.R. Plan Independent Living Section Due |
| Thursday | 2/9 | **Independent Living:Mrs. Willis**  Guest Speaker? |  |
| Tuesday | 2/14 | **Independent Living Parent Meetings** | Notes from Parent check-in/meeting due |
| Thursday | 2/16 | **Employment: Mrs. Ozment**  Vocational Rehabilitation  Job Assessments  Planning Action Steps  Networking |  |
| Tuesday | 2/21 | **Employment: Mrs. Ozment**  Complete S.O.A.R. Plan Employment Section | S.O.A.R. Plan Employment Section Due |
| Thursday | 2/23 | **Employment: Mrs. Ozment**  Professional Development-Human Resources |  |
| Tuesday | 2/28 | **Employment Parent Meetings** | Notes from Parent check-in/meeting due |
| Thursday | 3/2 | **Academics: Dr. Milton**  Library Resources  LinkedIn Learning  Community Courses |  |
| Tuesday | 3/7 | No Class – SPRING BREAK |  |
| Thursday | 3/9 | No Class – SPRING BREAK |  |
| Tuesday | 3/14 | **Academics: Dr. Milton**  Set up Gmail Account  Complete S.O.A.R. Plan Academic Section | S.O.A.R. Plan Academic Section Due |
| Thursday | 3/16 | **Academics: Dr.Milton**  Guest Speaker |  |
| Tuesday | 3/21 | **Academic Parent Check In Meetings** | Notes from Parent check-in/meeting due |
| Thursday | 3/23 | **Personal Social: Mrs. Wilson**  How to stay connected  Guest Speaker - Katie Murray AYP |  |
| Tuesday | 3/28 | **Personal Social: Mrs. Wilson**  Complete S.O.A.R. Personal Social Section | S.O.A.R. Plan Personal Social Section Due |
| Thursday | 3/30 | **Personal Social: Mrs. Wilson**  Guest Speaker – Dori? |  |
| Tuesday | 4/4 | **Personal Social Check in Meetings** | Notes from Parent check-in/meeting due |
| Thursday | 4/6 | **S.O.A.R. Plan Action Steps \*Individual Meetings** |  |
| Tuesday | 4/11 | **S.O.A.R. Plan Action Steps \*Individual Meetings** |  |
| Thursday | 4/13 | **Guest Speaker-AU Career Center** |  |
| Tuesday | 4/18 | **Guest Speaker: Auburn Alumni Association** | Full S.O.A.R. Plan Due |
| Thursday | 4/20 | **Practice Presentations** |  |
| Tuesday | 4/25 | **S.O.A.R. Planning Meetings**  -Student presents Digital Portfolio and Plan |  |
| Thursday | 4/28 | **S.O.A.R. Planning Meetings**  -Student presents Digital Portfolio and Plan |  |

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| **Activity** | **Points** | **Grading Scale** |
| Pre Test | 15 | A  90% - 100% |
| Application Activities | 100 | B  80% - 89% |
| Quizzes | 100 | C  70% - 79% |
| Guided Notes | 100 | D  60% - 69% |
| Post Test | 15 | F  59% and below |
| **Total Possible:** | 330 |  |

**Class Policy Statements:**

**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 for more information on excused absences,

<http://www.auburn.edu/student_info/student_policies/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) 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, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**Auburn University Policy on Classroom Behavior.** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions. . .Students have the responsibility of complying with behavioral standards. . .Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.”

See Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses 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. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be turned in the day the assignment is due by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**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.

**Accommodations for Students with Disabilities.** 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).

**Student Academic Grievance Policy.** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F:\05-SPRING%2018\auburn.edu\studentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**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, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. 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; and
  + 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>