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| EAGL 1102  **Employment Exploration**  ***Spring 2024***  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  Instructor Information  **Emmaree Wilson**  Office: Foy 136E  EMW00027@auburn.edu |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number EAGL 150**

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| **Course Title** | **Employment Exploration** |
| **Credit Hours** | 2.5 Semester Hours |
| **Course Meetings** | T/TH 8:00 - 9:15 am **Haley 2467** |
| **Prerequisites** | Departmental approval |
| **Corequisites** | RSED 4910: Disability Empowerment |
| **Professor** | Emmaree Wilson |
| **Office Location** | Foy 136E |
| **Phone/E-mail** | emw0027@auburn.edu |
| **Office Hours** | By appointment |
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1. **Date Syllabus Prepared:** Updated November 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 to facilitate their successful course completion.
3. **Course Description-** Students will explore career paths related to their interests and goals in this course. They will identify occupational areas of interest they might prepare for and pursue. This course is taken concurrently with RSED 4910 Disability Empowerment.
4. **Student Learning Outcomes:**
   1. Students will actively explore personality strengths and interests by completing the Myers-Briggs Assessment throughout the semester.
   2. Students will actively explore primary and career interests by completing a career interest inventory.
   3. Each student will learn more about and discover potential careers through 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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| **CLASS DATE** | **INDICATOR** | **TOPIC** | **IN CLASS ASSIGNMENT** | |
| Thursday- 01/11 | E1 | - EAGL 105 Syllabus  - Identifying Personal Strengths  - Individual Support Assessment | - ISA due in class  - Pre-test due in class | |
| Tuesday- 01/16 | E1 | - Identifying Personal Strengths Review  - Myers-Briggs Assessment | - Myers-Brigg Results due in class | |
| Thursday- 01/18 | E3, E4, E7, E12 | - Appropriate Job Behaviors  - Create a Focus Account with AU Career Center  - Begin AU Career Assessments | - Guided notes due in class | |
| Tuesday- 01/23 | E1 | - Complete AU Career Assessments | - Assessment PDF results due in class | |
| Thursday- 01/25 | Job Sampling-Helen with Athletics | | | |
| Tuesday- 01/30 | E1, E16 | -Reteach any needed skills after our first jobsite visit  - Resumes: What you need to know | | - Guided Notes due in class |
| Thursday- 02/01 | Job Sampling-Horticulture with Tia Gonzolez and Wheeler Foshee | | | |
| Tuesday- 02/06 | E1, E16 | - Writing Resumes | - Write Resume Draft | |
| Thursday- 02/08 | E1, E16 | - Designing Resumes | - Final Resume Due in Class | |
| Tuesday- 02/13 | E1, E16 | - Mock Interview Feedback | | |
| Thursday- 02/15 | E1, E16 | - Cover Letters | - Cover Letter Due in class | |
| Tuesday- 02/20 | E2 | - Using Job Search Engines | - Guided Notes due in class | |
| Thursday- 02/22 | E2 | - Using Job Search Engines review  - Job Search Engine Activity | - Guided Notes due in class | |
| Tuesday- 02/27 | E1, E16 | - New Hire Paperwork | - Guided Notes due in class | |
| Thursday- 02/29 | Job Sampling-Travel with Missy and Hillary | | | |
| Tuesday- 03/05 | **SPRING BREAK (NO CLASS)** | | | |
| Thursday- 03/07 | **SPRING BREAK (NO CLASS)** | | | |
| Tuesday- 03/12 | Job Sampling -ELC | | | |
| Thursday- 03/14 | Job Sampling-Hospitality with the Laurel Hotel | | | |
| Tuesday- 03/19 | E1, E3, E11 | - Disabilities in the Workplace | - Guided Notes due in class | |
| Thursday- 03/21 | E1, E3, E11 | - Working with a Disability Review  - Working with a Disability activity | - Working with a Disability- activity due in class | |
| Tuesday- 03/26 | E1, E3, E11, E16 | - S.M.A.R.T. Vocational Goals | - Guided Notes due in class | |
| Thursday- 03/28 | E1, E3, E11, E16 | - S.M.A.R.T. Vocational Goals Writing | - “S.M.A.R.T. Goal” due in class | |
| Tuesday- 04/02 | Job Sampling- WEGL Radio | | | |
| Thursday- 04/04 | E11, E14, E16 | - Interview Skills | - Guided Notes due in class | |
| Tuesday- 04/09 | Job Sampling-Industry with SiO2 | | | |
| Thursday- 04/11 | E11, E14, E16 | - Interview Skills Review |  | |
| Tuesday- 04/16 | Job Sampling-Bitty and Beau’s | | | |
| Thursday- 04/18 |  | - Assign Final Presentation and Workday |  | |
| Tuesday- 04/23 |  | - Final Presentation Workday |  | |
| Thursday- 04/25 |  | - Final Presentations and Post Test | - Final Presentations due in class  - Post-Test due | |

**\*Link to Indicators:** [**Click here for WBT Indicators**](https://auburn.box.com/s/drhqpmundibpn9m73y17evbcfwgssiuy)

**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 exploring their personality traits and 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 highlighting 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:**

Students are responsible for advocating for extended time and accommodations in advance prior to the set due date for the assignment. (It is best practice to advocate at least one week in advance.) Extended time will not be granted after a missed due date.

**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 advocating to make up missed work. Participation is required for satisfactory academic performance.

**Attendance**: Students are required and expected to attend all classes unless they have an approved University excuse. After the third unexcused absence, there will be a 3% meeting, and the parent/guardian will be informed. Attendance is required for satisfactory academic performance.

**Tardies**: Students are required and expected to arrive in class on time. You are tardy if you are more than 5 minutes late. You will be marked as an unexcused absence if you are more than 10 minutes late. After the third unexcused tardy, there will be a 3% meeting. Being on time for class is required for satisfactory academic performance.

**Assignments:** Written assignments are expected to be typed and of high quality. Assignments must be turned in on 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 before 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 before any excused absences, but such notification shall not 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**: Arrangements to make up missed major examinations (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 the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks from the time 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 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 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 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, an 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 essential 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 based on 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 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 can 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>