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| EAGL 0150  **Employment Exploration**  Spring 2025  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  **Instructor Information**  Dr. Emmaree Wilson  Office: Foy 136E  EMW0027@auburn.edu |  |

Course Information

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| **Course Title** | Employment Exploration |
| **Course Number** | EAGL 0150 |
| **Credit Hours** | 0 |
| **Meetings Days** | Mondays & Wednesdays | 9:30 – 10:45 AM |
| **Meeting Location** | Foy 136K |
| **Instructor** | Dr. Emmaree Wilson |
| **Office Location** | Foy 136E |
| **E-mail** | EMW0027@auburn.edu |
| **Office Hours** | By appointment |
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**COURSE SCHEDULE**

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| **CLASS DATE** | **INDICATOR** | **TOPIC** | **IN CLASS ASSIGNMENT** |
| Monday  01/13 | E1 | - EAGL 105 Syllabus  - Identifying Personal Strengths | - ISA due in class  - Pre-test due in class |
| Wednesday 01/15 | E1 | - Individual Support Assessment  - Identifying Personal Strengths Review  - Myers-Briggs Assessment | - Myers-Briggs results due |
| Monday 01/20 | **No Class- MLK Day** | | |
| Wednesday 01/22 | **PCP MEETINGS** | | |
| Monday  01/27 | E3, E4, E7, E12 | - Appropriate Job Behaviors  - Create a Focus Account with AU Career Center  - Begin AU Career Assessments | - Guided notes due in class |
| Wednesday  01/29 | E1, E16 | - Resumes: What You Need to Know- Creating Resumes | - Begin Resume Draft |
| Monday 02/03 | E1, E16 | - Finalizing Resumes | - Complete Resumes and Turn In |
| Wednesday  02/05 | E1, E16 | - Cover Letters |  |
| Monday 02/10 | E1, E16 | -Complete Resumes, Cover Letters, and upload | - All finalized documents due at the end of class |
| Wednesday 02/12 | Job Sampling: Helen | Athletics | | |
| Monday 02/17 | E1, E16 | - Mock Interview Feedback  - Job Sampling Feedback | |
| Wednesday 02/19 | Job Sampling: Tia Gonzalez | Horticulture with Tia Gonzolez and Wheeler Foshee | | |
| Monday 02/24 | E2 | - Using Job Search Engines | - Guided Notes due in class |
| Wednesday 02/26 | E2 | - Using Job Search Engines review  - Job Search Engine Activity | - Guided Notes due in class |
| Monday  03/03 | **PCP MEETINGS** | | |
| Wednesday 03/05 | **PCP MEETINGS** | | |
| Monday 03/10 | **NO CLASS- SPRING BREAK** | | |
| Wednesday 03/12 | **NO CLASS- SPRING BREAK** | | |
| Monday 03/17 | E1, E3, E11 | - Disabilities in the Workplace  - Working with a Disability | - Guided Notes due in class  - Working with a Disability activity |
| Wednesday 03/19 | Job Sampling: Sharon Wilbanks | ELC | | |
| Monday 03/24 | E1, E16 | - New Hire Paperwork | - Guided Notes due in class |
| Wednesday  03/26 | Job Sampling: Britt Bowan | WEGL Radio | | |
| Monday  03/31 | E1, E3, E11, E16 | - S.M.A.R.T. Vocational Goals | - Guided Notes due in class  - Turn in SMART Goals |
| Wednesday  04/02 | Job Sampling: Beverly May | Bitty and Beau’s | | |
| Monday  04/07 | E11, E14, E16 | - Interview Skills | - Guided Notes due in class |
| Wednesday  04/09 | Job Sampling: Dr. Dichiara | Industry with SiO2 | | |
| Monday 04/14 | Job Sampling: Missy | Travel | | |
| Wednesday 04/16 | Job Sampling: Keisha Echols | Hospitality with the Laurel | | |
| Monday  04/21 | **PCP MEETINGS / Final Presentation Work Day** | | |
| Wednesday  04/23 | **PCP MEETINGS / Final Presentation Work Day** | | |
| Monday  04/28 |  | - Final Presentation Workday |  |
| Wednesday  04/30 |  | - 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 Topics are subject to change based upon student needs as they arise.

* **Date Syllabus Prepared:** Updated December 2024
* **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.
* **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.
* **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.

* **Think College Accreditation Standards Covered in this course:**
  + CS 2
  + SSS 2

**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:**

* **Email & Canvas:** Students are responsible for checking emails and Canvas daily.
* **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.
* **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.
* **Attendance**: Students, you must go to all your classes, unless you have an approved excuse (like a doctor’s note).
* If you miss class three times without an approved excuse, a 3% meeting will be put in place, and your parent(s) or guardian will be told about it. Going to class is important if you want to do good in school.
* **Tardies**: Students, you must come to class on time.
  + If you're more than 5 minutes late, it's called being tardy.
  + If you're more than 10 minutes late, you will be marked absent from class.
  + After being late three times without an approved excuse, you will have a 3% meeting.
  + Being on time for class is important if you want to do well in school.
* **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.
* **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* for more information on excused absences
* **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.
* **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.
* **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).
* **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.
* **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.
* **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.
* **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://aub.ie/bertform>.
* **AI Policy: Not Permitted in this Course for Assignments** 
  + In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. The use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool but be forewarned that AI tools are not trustworthy.
* **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.
* **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.
* **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.
* **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.