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| EAGL 2105**Living Arrangements*****Spring 2025*****Department of Special Education,** **Rehabilitation and Counseling****College of Education**Instructor Information**Stephanie Willis**smw0123@auburn.edu |  |

Course Information

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| **Course Title** | **Living Arrangements** |
| **Course Number** | **EAGL 2105** |
| **Credit Hours** | 0 |
| **Meetings Days** | Mondays and Wednesdays  |
| **Meeting Time** | 8:30 a.m. - 9:45 a.m. |
| **Meeting Location** | **Haley 1212** |
| **Instructor** | Stephanie Willis, M.S. CCC-SLP |
| **Office Location** | Foy 136D |
| **E-mail** | smw0123@auburn.edu  |
| **Office Hours**  | By appointment  |
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| Spring 2025 Course Schedule  |
| WEEK | **DATE** | **CLASS** | **INDICATOR** | **ASSIGNMENT DUE** |
| Week 1 | 01/13 | EAGL 0302 Syllabus |  |  |
| Week 1 | 01/15 | **Lecture:** Community Basics |  |  |
| Week 2 | 01/20 | **NO CLASS | MLK Day** |
| Week 2 | 01/22 | PCP Meetings |  |  |
| Week 3 | 01/27 | **Lecture:** Transportation in Community – Tiger/Lee Russell Transit* What is it?
* How to use it? Mapping out routes
 | IL. 53 |  |
| Week 3 | 01/29 | **Application-Based Activity:** Tiger Transit  | IL. 44 IL. 45IL. 46IL. 48IL. 53 | Tiger Transit Picture and Reflection due in Canvas. |
| Week 4 | 02/03 | **Lecture:** Transportation in Community – Uber/Lyft* What is it?
* How to use it?
* Scheduling a ride
 | IL. 53 |  |
| Week 4 | 02/05 | **Application-Based Activity:** Uber, Lyft Assignment with a WING | IL. 44 IL. 45IL. 46IL. 48IL. 53 | Uber/Lyft Picture and Reflection due in Canvas. |
| Week 5 | 02/10 | Location, Location, Location: Introduce Off-Campus Readiness Checklist | IL. 45 |  |
| Week 5 | 02/12 | **Application-Based Activity:** Walk to 191 College | IL. 45 |  |
| Week 6 | 02/17 | **Lecture:** Public Library |  |  |
| Week 6 | 02/19 | **Application-Based Activity:** Visit Auburn Public Library – Cynthia Ledbetter  | IL. 44 IL. 45IL. 46IL. 48IL. 53 | Library Community Outing Reflection due on Canvas. |
| Week 7 | 02/24 | **Lecture:** Voting Registration/DMV IDs |  |  |
| Week 7 | 02/26 | Time Management* Making a To-Do List
* Scheduling an Appointment
 | IL. 27IL. 29IL. 30IL. 38IL.39IL. 40IL. 41 |  |
| Week 8 | 03/04 | PCP Meetings |  |  |
| Week 8 | 03/06 | PCP Meetings |  |  |
| Week 9 | 03/10 | **NO CLASS | MLK Day** |
| Week 9 | 03/12 | **NO CLASS | MLK Day** |
| Week 10 | 03/17 | **Lecture:** Grocery Delivery |  |  |
| Week 10 | 03/19 | **Application-Based Activity** |  |  |
| Week 11 | 03/24 | **Lecture:** Medical (Eye Doctor) |  |  |
| Week 11 | 03/26 | **Application-Based Activity:** Visit Basden Eye Care with Dr. Brett Basden | IL. 44 IL. 45IL. 46IL. 48IL. 53 | Eyecare Community Outing Reflection due on Canvas. |
| Week 12 | 03/31 | **Lecture:** Medical (General Physician) | IL. 28IL. 29IL. 30IL. 31IL. 36 |  |
| Week 12 | 04/02 | **Application-Based Activity:** Auburn College of Nursing Skills Lab – Doctors Appointment | IL. 44 IL. 45IL. 46IL. 48IL. 53 | Medical Community Outing Reflection due on Canvas. |
| Week 13 | 04/07 | Off-Campus Preparation Plan  |  | Due at the end of class |
| Week 13 | 04/09 | Project Introduction |  |  |
| Week 14 | 04/14 | Project Workday |  | Part I: Project Planning Document due by Monday, 04/14 |
| Week 14 | 04/16 | Project Workday |  |  |
| Week 15 | 04/21 | PCP MeetingsProject Workday |  | Part II: What to Collect During the Outing due by Monday, 04/21 |
| Week 15 | 04/23 | PCP MeetingsProject Workday |  | Part III: PPT Presentation due by the end of class |
| Week 16 | 04/28 | Project Presentations |  |  |
| Week 16 | 04/30 | Class Outing for Breakfast |  |  |

1. **Date Syllabus Prepared:** Updated January 2025
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-** College campuses provide students with access to a wide range of basic needs and resources. However, successful transition to independent living requires students to learn how to identify, access, and utilize these supports within their broader community. This course is designed for second-year EAGLES students to prepare for off-campus living in their third year, in alignment with their independent living goals, financial capabilities, and support needs. Through application-based lessons and real-world experiences, students will develop the skills and confidence necessary to navigate the challenges of living independently in a community setting.
4. **Outcomes and Objectives:**
	* ***Community Engagement Skills:*** Students will evaluate their ability to navigate and actively participate in the local community by completing discussion questions reflecting on their participation during application-based community engagement lessons.
	* ***Independence Development:*** Students will build independence as active community members by demonstrating the pre-requisite skills needed for successful participation in community outings, such as scheduling transportation, coordinating meeting times, and locating identification documents.
	* ***Social Skills in Community Activities:*** Students will demonstrate appropriate social skills for engaging in community activities through application-based lessons conducted throughout the Auburn community.
	* ***Personal Growth and Reflection:*** Students will reflect on their personal growth, areas for improvement, and future goals for community participation through reflective assignments based on their engagement in application-based lessons and experiences within the Auburn community.
	* ***Event Planning and Coordination:*** Students will plan and coordinate a community engagement outing, considering the Auburn community event schedule, seasonal considerations, and their personal class schedules.
	* *Off-Campus Preparation Plan*: Students will create an Off-Campus Preparation Plan that outlines their independent living goals, financial planning, necessary supports, and action steps to transition to off-campus living in their third year successfully.
5. **Think College Accreditation Standards Covered in this course:**
6. CS 2
7. CS 7
8. SSS 2
9. **Assignments, Grading, and Class Materials:**

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| Activity | Points | Grading Scale |
| Application Activities | 150 | A90% - 100% |
| Guided Notes | 120 | B80% - 89% |
| Project | 30 | C70% - 79% |
| Total Possible: | 300 | D60% - 69% |
| F59% and below |

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).
2. If you miss class three times without an approved excuse, a 3% meeting will be put in place, and your parents or guardian will be told about it. Going to class is important if you want to do good in school.
	* 1. **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.
		1. **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.
		2. **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/>).
		3. **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.
		4. **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.
		5. **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).
		6. **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.
		7. **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.
		8. **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>
3. **AI Policy:** 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. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.
4. **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.
5. **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.
6. **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.
7. **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.