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| EAGL 0430  **Becoming an EAGLES Alumni**  ***Spring 2025***  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Instructor Information  **Lauren Ozment, M.Ed**  Office: Foy 136C  LEW0024@auburn.edu |  |

Course Information

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| **Course Title** | **Becoming an EAGLES Alumni** |
| **Course Number** | **EAGL 0430** |
| **Credit Hours** | 3 |
| **Meetings Days** | Monday and Wednesday |
| **Meeting Time** | 11ampm-12:15 |
| **Meeting Location** | Foy 136Q |
| **Instructor** | Lauren Ozment |
| **Office Location** | Foy 136C |
| **E-mail** | LEW0024@auburn.edu |
| **Office Hours** | By appointment |
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**Spring 2025 Course Schedule**

[EAGLES Employment Indicators](https://auburn.box.com/s/oveg4waaybl5sncz28bxbkpmuc2lx6ih)

[Inclusive Higher Education Accreditation Standards](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/thinkcollege.net/sites/default/files/files/TCreport_accred_modelstandards_2021.pdf)

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| Date | EAGLES Indicator | Inclusive Higher Eed Accreditation Standard | Class | Assignment Due |
| 1/13 | E.1  E.2  E.3 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | * **Class Overview** * **Equip Discussion with Trent and Dr. Patten** | Syllabus Agreement/Quiz In Canvas-Due |
| 1/15 | E.1  E.2  E.3 | STUDENT SERVICES STANDARD 2:  CURRICULUM STANDARD 2: | * **Employment and IL Refresher: Mrs. Ozment and Mrs. Willis** | Completed Employment and IL Section of S.O.A.R. Plan Due in Canvas |
| 1/20 | NO CLASS MLK DAY | | | |
| 1/22 | E.1  E.2  E.3 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **PCP Meetings** |  |
| 1/27 | E.1  E.2  E.3 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **PCP Meetings** |  |
| 1/29 | E.1  E.2  E.3 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **What if I Change My Mind?** | Guided Notes |
| 2/3 | E.3 | CURRICULUM STANDARD 2: | **Unwritten Rules of Employment** | Guided Notes |
| 2/5 | E.3 | CURRICULUM STANDARD 2: | **Arc Assessment Overview and Work Day** |  |
| 2/10 | E.3 | CURRICULUM STANDARD 2: | **Arc Assessment Work Day** | Arc Assessment Due in Canvas |
| 2/12 | E.1  E.2  E.3 | STUDENT SERVICES STANDARD 2:  CURRICULUM STANDARD 2: | **Employment Family Meetings** |  |
| 2/17 | E.1 | CURRICULUM STANDARD 6: | **\*\*\*Meet at the Miller Writing Center Employment Poster Work Day: Meaningful Employment and Goal** |  |
| 2/19 | E.1  E.3 | CURRICULUM STANDARD 6: | **Employment Poster and Work Day: Journey and Micro Credentials** |  |
| 2/24 | E.1  E.3 | CURRICULUM STANDARD 6: | **\*\*\*Meet at the Miller Writing Center Update BOTH Linked In and Resume**   * Add any new work * Add any new awards or Micro-Credentials * Check Grammar * Save to computer | Employment Poster Draft Due in Canvas |
| 2/26 | E.1  E.3 | CURRICULUM STANDARD 6: | **Employment Poster Work Day** | Final Employment Poster Due in Canvas |
| 3/3 | E.1  E.2  E.3 | STUDENT SERVICES STANDARD 2:  CURRICULUM STANDARD 2: | **PCP meetings** |  |
| 3/5 | E.1  E.2  E.3 | STUDENT SERVICES STANDARD 2:  CURRICULUM STANDARD 2: | **PCP meetings** |  |
| 3/10 | **NO CLASS-SPRING BREAK** | | | |
| 3/12 | **NO CLASS-SPRING BREAK** | | | |
| 3/17 | E.1  E.3 | CURRICULUM STANDARD 6: | **Employment Poster Printing and 1:1 Miller Writing Meetings** |  |
| 3/19 | E.13 | CURRICULUM STANDARD 6: | **Build Posters and Rehearse** |  |
| 3/24 | E.13 | CURRICULUM STANDARD 6: | **\*\*\*Meet at the Miller Writing Center Mock Poster Presentations** |  |
| 3/26 |  |  | Alumni Q and A  Parents Invited to Attend Via Zoom |  |
| 3/31 |  |  | **Guest Speaker/Tour: Auburn Alumni Association** |  |
| 4/2 |  | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **Academic Overview** |  |
| 4/7 |  | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **Academic S.O.A.R. Plan Work Day** | Completed Academic Section of S.O.A.R. Plan Due in Canvas |
| 4/9 | PS.RB.8 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **Personal Social Overview** |  |
| 4/14 | PS.RB.8 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **Personal Social S.O.A.R. Plan Work Day** | Personal Social Section of S.O.A.R. Plan Due in Canvas |
| 4/16 | HW. 24/31 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **Health and Wellness Overview** |  |
| 4/21 | HW. 24/31 | STUDENT ACHIEVEMENT STANDARD 1:  STUDENT ACHIEVEMENT STANDARD 5: | **Health and Wellness S.O.A.R. Plan Work Day and PCP meetings** | Health and Wellness Section of S.O.A.R. Plan Due |
| 4/23 | E.1  E.2  E.3 | CURRICULUM STANDARD 6: | **S.O.A.R. Plan Action Step Work Day and PCP meetings** |  |
| 4/28 | E.1  E.2  E.3 | STUDENT SERVICES STANDARD 2:  CURRICULUM STANDARD 2: | **S.O.A.R. Plan Presentation Work Day** | Final Presentation Due |
| 4/30 | E.1  E.2  E.3 | STUDENT SERVICES STANDARD 2:  CURRICULUM STANDARD 2: | **Senior Send Off Celebration** |  |

1. **Date Syllabus Prepared:** Updated December 2024
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-** 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. **Outcomes and Objectives:**

* 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 and update professional documents.

1. **Assignments, Grading, and Class Materials**

* **S.O.A.R. Plan:** The Services and Opportunities to Accessing the Real World (S.O.A.R) document is being provided to EAGLES students to assist in planning for the future after college. This information will be useful in the transition from the EAGLES program to their community as they access support for adult services, employment, and independent living, should they decide to do so. The document summarizes the student’s post-school goals and gives the student an opportunity to plan for life after the EAGLES Program.
* **Arc Self-Determination Assessment:** This assessment is a student self-report measure of self-determination designed primarily for use by, and normed with, adolescents with cognitive and developmental disabilities. The scale has two primary purposes: To provide students and educators a tool that assists them to identify student strengths and areas of support and instructional need in self- determination; and to provide a research tool to examine the relationship between and among self-determination and factors that promote/inhibit self-determined behavior, to evaluate the efficacy of interventions to promote self-determination, and for use with related research activities
* **Employment Poster:** Students will create a visual representation of their employment journey by including the following: Employment goals, Micro-Credentials, pictures form work, and past employment experiences.
* **Reverse Career Fair:** Students will participate in a reverse career fair to engage with employers they are interested in post-program. Students will set up their employment poster and put on a fair for employers to learn more about their employment journey while in the EAGLES program.
* **Linked In:** Students will update their Linked In website with current employment information, micro-credentials, awards, organizations, education, and skills. Students will save their Linked In account information to their computers for easy access upon completion of the EAGLES program.
* **Resume:** Students will update their resume with current employment information, micro-credentials, awards, organizations, and skills. Students will save their resume to their computers for easy access upon completion of the EAGLES program.

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).
        1. If you miss class three times without an approved excuse, a 3% meeting will be put in place, and your parent or guardian will be told about it. Going to class is important if you want to do good in school.
     5. **Tardies**: Students, you must come to class on time.
        1. If you're more than 5 minutes late, it's called being tardy.
        2. If you're more than 10 minutes late, you will be marked absent.
        3. After being late three times without an approved excuse, you will have a 3% meeting.
        4. Being on time for class is important if you want to do well in school.
     6. **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.
     7. Top of Form
     8. Bottom of Form
     9. **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/>).
     10. **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.
     11. **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.
     12. **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).
     13. **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.
     14. **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.
     15. **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>

1. **Generative Artificial Intelligence Tools:** In this class, you can use AI tools like ChatGPT or Copilot for certain assignments if your teacher says it's okay. But if you do, you have to tell them that you used AI and how you used it. Also, make sure you give credit to the AI tool by mentioning its name and who made it. And be careful not to share any private or sensitive info while using these tools. That includes things like personal data, health info, money stuff, or anything legally protected. Just be upfront about using AI, give credit where it's due, and keep things safe.
2. **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.
3. **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.
4. **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.
5. **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.