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| EAGL 0410**Capstone*****Fall 2024*****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Instructor Information**Emmaree Wilson**Office: Foy 136E EMW00027@auburn.edu  |  |

Course Information

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| **Course Title** | **Capstone**  |
| **Course Number** | **EAGL 0410** |
| **Credit Hours** | 0  |
| **Meetings Days** | Mondays and Wednesdays |
| **Meeting Time** | 9:00 – 9:50 |
| **Meeting Location** | Foy 136K |
| **Instructor** | Emmaree Wilson |
| **Office Location** | Foy 136E |
| **E-mail** | emw0027@auburn.edu  |
| **Office Hours**  | By appointment  |
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| **CAPSTONE COURSE SCHEDULE**Think College Accreditation Standard Alignment: CS.1, CS.2, CS.3, CS.4, CS.5 |
| **WEEK** | **DATE** | **INDICATOR** | **TOPIC** | **APPLICATION ACTIVITY** |
| Week 1 | 08/1908/21 |  | Goal SettingCourse Overview | Syllabus Quiz |
| Week 2 | 08/2608/28 |  | Summer Planning BookletSummer Planning Booklet, con’t. | Revisit Summer Planning bookletMake tentative post-program plans |
| Week 3 | 09/0209/04 |  | Labor Day- NO CLASSParent Q&A- SOAR |  |
| Week 4 | 09/0909/11 |  | Independent Living- SOARIndependent Living- SOAR | Intro to IL- SOAR/Work DayIL Guest Speaker- Realtor/Apartment manager |
| Week 5 | 09/1609/18 |  | Independent Living- SOARIndependent Living- SOAR | IL Guest Speaker, Benefits Specialist, Nathan FarrisComplete IL Section |
| Week 6 | 09/2309/25 |  | Employment- SOAREmployment- SOAR | Intro to Post Program Employment- SOAREmployment Guest Speaker- VR |
| Week 7 | 09/3010/02 |  | Employment- SOAREmployment- SOAR | Employment Guest Speaker, Career ServicesComplete Employment Section |
| Week 8 | 10/0710/09 |  | Employment MeetingsFall Break- NO CLASS | 1:1 Meetings |
| Week 9 | 10/1410/16 | E1 | ResumesCover Letters | Update ResumesCreate/Update Cover Letter Copy |
| Week 10 | 10/2110/23 | E1 | Professional CommunicationProfessional Communication, cont. | Update Linked-inCreate Blinq Cards |
| Week 11 | 10/2810/30 |  | Miller Writing CenterMiller Writing Center Workshop | Intro to the Miller Writing Center* Meet at MWC

Visit MWC |
| Week 12 | 11/0411/06 |  | Independent Work Day- Make updates to IL and Employment Section of SOAR ***(No Class)***Research Project | ***Deadline- Students & Parents confirm IL Post-Program Plans***Introduce Research Project |
| Week 13 | 11/1111/13 |  | Research Project ***(no class)**** Schedule an appt to work on your project at the MWR any day this week

Miller Writing Center Workshop | Work DayWork Day | at MWC |
| Week 14 | 11/1811/20 |  | Mock Presentation: Research ProjectsResearch Projects | Meet at MWCFinal presentations in class |
| Week 15 | 11/25&11/27 |  | Thanksgiving Break- NO CLASS |  |
| Week 16 | 12/0212/04 |  | 1:1 Meetings1:1 Meetings | 1:1 Meetings w/Coordinators |

1. **Date Syllabus Prepared:** Updated July 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-** In this course, students will focus on their previously identified area of concentration and apply what they have learned through beginning their SOAR planning process. This class is designed to encourage students to reflect on their experiences and skills they have obtained and plan for their future. Students will explore areas of interest and set goals when it comes to career-making decisions and obtaining meaningful employment. Students will identify and learn to navigate resources available to them both while they are in the program and when they are alumni of the program, such as Auburn Career Services, LinkedIn, indeed, and more. Students will hear from guest speakers focused on presenting valuable information regarding independent living and employment and how students can sustain their focus on these areas after completion of the advanced program. This class is taken at the same time as another class called RSED 4910 Disability Empowerment.
4. **Objectives:** In this course students will:
* Apply past knowledge and experiences to the first two sections of the SOAR plan
* Create a plan for their future after exiting EAGLES
* Set independent living and employment goals and identify support needed to achieve those goals
* Navigate many resources included but not limited to LinkedIn, Miller Writing Center, Auburn Career Services, Auburn Realty, indeed, and more.
1. **Outcomes:** This course satisfies many general education SL-O's. By the completion of this class, students will be able to effectively:
* Locate, evaluate, and use information (SL-A).
* Read and think critically (SL-B).
* Create and deliver oral presentations (SL-E).
1. **Think College Accreditation Standards Covered in this course:**
	* + 1. **CS 2**
			2. **SSS 2**
2. **Assignments, Grading, and Class Materials:**

Grading and Evaluation Procedures:

* 100-90: A
* 89-80: B
* 79-70: C
* 69-60: D
* >59: F

Grades will be a collection of assignments, application activities, and a final research project. Students must be present in class to receive credit for assignments, application activities, and the research project. Students may withdraw without grade penalty until the 15th class day, and until mid-semester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.

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 from class.
			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. **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/>).
		8. **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.
		9. **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.
		10. **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).
		11. **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.
		12. **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.
		13. **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. **AI Policy: Permitted when Assigned in this Course:** In this course, students are allowed to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, when given permission by the instructor. To maintain academic integrity, students must tell if they used AI-generated material. As always, students must correctly use in-text citations, quotations, and references if they use AI. Students should be careful avoid sharing any or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.
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.