**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office**:

**Phone:** **Email**:

**Office Hours**: **Class Day/Time:**

Insert instructor photo here

Course Number: SLS 2225

2 CREDITS

**Course Title:** Life Planning

**Catalog Description:**

Understanding the self and gaining an opportunity to develop personal goals and steps needed to achieve those goals. Designed to provide opportunities to gain insights into motivators, values, strengths and personality types.

INSTRUCTOR INTRODUCTION TO THE COURSE:

This course is recommended for students who are nearing the end of their program. Students will review and modify life goals. The Course will be geared toward providing students with the specific skills needed to achieve the next step in their life plans. In this course you will work to bring together all the skills you have learned in many of your classes about what you need to do in adult life.

**PREREQUISITE:** Admission to the Academy for Community Inclusion

Note: This class may be repeated to ensure mastery of the skills presented in the course objectives.

REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.



TECHNOLOGY:

E-mail: Your FAU email address will be used.

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will be able to demonstrate:

1. An understanding of housing options.
2. An understanding of transportation options.
3. An understanding of recreation opportunities.
4. An understanding of adult relationships.
5. An understanding of preferred employment options.

Content Outline:

COURSE REQUIREMENTS:

Housing Action Plan

Students will develop a plan describing the type of housing in which they plan to reside within the next year. Students will develop specific steps needed to meet this objective.

Transportation Action Plan

Students will develop a plan describing the type of transportation that they expect utilize within the next year. Students will develop specific steps needed to meet this objective.

Employment Action Plan

Students will review previously created employment goals as well as update and develop action steps.

Relationship Action Plan

Students will develop a plan describing the type of relationships that they hope to develop within the next year. Students will develop specific steps needed to meet this objective.

Recreation Action Plan

Students will develop a plan describing the types of recreational activities in which they hope to participate with the next year and develop action steps.

Action Plan Presentation

Students will present their plans to classmates. Other members of the students’ educational team will also be welcome to attend. Students are expected to dress professional and use previously learned presentation skills (e.g. eye contact, body language, etc.) during presentations.

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Possible** | **What I Earned** |
| Housing Action Plan | 15 |  |
| Transportation Action Plan | 15 |  |
| Relationship Action Plan | 15 |  |
| Recreation Action Plan | 15 |  |
| Employment Action Plan | 15 |  |
| Action Plan Presentation | 25 |  |
| Total | 100 |  |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

**BIBLIOGRAPHY**

Grigal, M., & Hart, D. (2010). *Think college: Postsecondary education options for students with intellectual disabilities.* Baltimore, MD: Paul H. Brookes Publishing.

Falvey, M., Forest, M., Pearpoint, J., & Rosenberg, R. (2000). *All my life’s a circle using the tools: Circles, maps and paths.* Toronto, Canada: Inclusion Press.

Flexer, R., Baer, R., Luft, P., & Simmons, T. (2013). *Transition planning for secondary students with disabilities, Fourth Edition.* Boston, MA: Pearson.

Pearpoint, J., Obrien, J., & Forest, M. (1998). *PATH: A workbook for planning positive, possible futures.* Toronto, Canada: Inclusion Press.

Test D., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities.* Columbus, OH: Pearson.

Van Reusen, A.K., Bos C.S., Schumaker, J, & Deshler, D. (2007). *The self-advocacy strategy for enhancing student motivation and self-determination*. Lawrence, KS: Edge Enterprises.

Wehmeyer, M. (2007). *Promoting self-determination in students with developmental disabilities.* New York, NY: The Guilford Press.

***SLS 2225 Semester/Year***

***COURSE SCHEDULE***

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ASSIGNMENTS |
| ***1*** |  | What are my goals? | Review/reflect upon previous goals |
| ***2*** |  | Where will I live? |  |
| ***3*** |  | With who will I live? | Housing Action Plan Due |
| ***4*** |  | How will I get places? |  |
| ***5*** |  | Will anyone help me get there? | Transportation Action Plan Due |
| ***6*** |  | Where will I work? |  |
| ***7*** |  | What will I do at work? | Employment Action Plan Due |
| ***8*** |  | Who will be my friends? |  |
| ***9*** |  | Will I still spend time with my family? | Relationship Action Plan Due |
|  ***10*** |  | What will I do for fun? |  |
| ***11*** |  | Where will I go for leisure activities? | Recreation Action Plan Due |
| ***12*** |  | What would I like to talk about? | HW: List 2 Concerns About Adulthood |
| ***13*** |  | How do I pull it all together? | HW: Practice Presentation |
| ***14*** |  | Presentations | **\***Student Presentations |
| ***15*** |  | Presentations | \*Student Presentations |

 SLS 2225

**SCORING RUBRIC FOR**

 **Action Plan Presentation**

**Life Planning**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Makes Eye Contact/Displays Enthusiasm\_­­­\_\_ /10 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /15 |  |  |  |

Overall Rating / Points Earned: / 25

SLS 2225

**SCORING RUBRIC FOR**

 **Action Plan**

**Life Planning**

**Housing/Transportation/Employment/Relationship/Recreation**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Makes Eye Contact/Displays Enthusiasm\_­­­\_\_ /10 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /15 |  |  |  |

Overall Rating / Points Earned: /15