**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 1430

**2 Credits**

**Course Title:** Community Resources

**Catalog Description:** An overview of how to access community resources that are available in the domains of employment, community access, independent living and recreation/leisure.

**Instructor Introduction to the Course:**

Once you left high school it was up to you and your family to figure out where to look for help in the community. In this course you will learn about community resources that are available for you to make use of to make your life better. It is still your choice whether or not to use them. But knowing about them and having choices is better than not knowing and not having choices at all. During this course you will have the opportunity to talk with service providers and visit service centers to get hands on information that could help you in the future.

**Pre-/Co- Requisites:** No pre- or co-requisites

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:**

**Email:** Your FAU email will be used for this course.

**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 Objective:**

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

1. An understanding of how to locate and access appropriate resources.
2. Who to speak with for employment supports
3. Identify which community resources are beneficial to them and how to access them.
4. Identify sources of support for more independent living options.
5. An understanding of resources for recreation and leisure alternatives.

**Content Outline/Visual of the Content:**

**Course Requirements:**

1. Agency Interview #1 (Employment or Independent Living)

Each student will interview a service provider from an agency. Interview questions are to be developed in advance and approved by instructor prior to the interview. Questions should focus on services provided by the agency. Interview results will be presented in class.

2. Agency Interview #2 (Community Access or Recreation & Leisure)

Each student will interview a service provider from an agency. Interview questions are to be developed in advance and approved by instructor prior to the interview. Questions should focus on services provided by the agency. Interview results will be presented in class.

3. In-class and Homework Assignments

Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow you to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the faculty instructor.

**Assessment Procedures:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points I earned** | **Points Possible** |
| Agency Interview #1 |  | 30 |
| Agency interview #2 |  | 40 |
| In-class & Homework Assignments |  | 30 |
| Total= 100 |  | 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 <http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

**BIBLIOGRAPHY:**

Barclay, J., & Cobb, J. (2001). *Full life ahead: A workbook and guide to adult life for students and families of students with disabilities*. Montgomery, AL: Auburn University.

Chadsey, J., & Shelden, D. (2002). Social Life. In Storey, K., Bates, P., & Hunter, D. (Eds). *The road ahead: Transition to adult life for persons with disabilities*. St. Augustine, FL: Training Resources Network, Inc.

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

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

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**Course Reading Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | **ASSIGNMENTS** |
| ***1*** |  | What are community resources? | Review Syllabus |
| ***2*** |  | What are employment resources? | HW: Are you connected to an agency? What services do you receive? |
| ***3*** |  | How can employment resources help me? |  |
| ***4*** |  | How do I locate and access employment resources? |  |
| ***5*** |  | What are independent living resources? | HW: Identify YOUR electric, water, tv, internet, phone providers |
| ***6*** |  | How can independent living resources help me? |  |
| ***7*** |  | How do I locate and access independent living resources? | HW: Finalize agency interview presentation |
| ***8*** |  | Presentations | Agency Interview #1 Due |
| ***9*** |  | What are community access resources? | HW: Acquire schedule for local bus route |
| ***10*** |  | How can community access resources help me? |  |
| ***11*** |  | How do I locate and access community access resources? |  |
| ***12*** |  | What are recreation and leisure resources? | HW: Locate activity flyer from local rec center |
| ***13*** |  | How can recreation and leisure resources help me? | HW: Visit local library, get card, check out item |
| ***14*** |  | How do I locate and access recreation and leisure resources? | HW: Finalize agency interview presentation |
| ***15*** |  | Presentations | Agency Interview #2 Due |

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**SCORING RUBRIC FOR**

**Agency Interview #1**

**Employment or Independent Living Community Resources**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceed Expectations | Meets Expectations | Does Not Meet Expectations |
| Included Required Components  20 Points |  |  |  |
| Communicates Clearly  10 Points |  |  |  |

Total points: /30 points

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**SCORING RUBRIC FOR**

**Agency Interview #2**

**Community Access or Recreation/Leisure Community Resources**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceed Expectations | Meets Expectations | Does Not Meet Expectations |
| Included Required Components  20 Points |  |  |  |
| Communicates Clearly  20 Points |  |  |  |

Total points: /30 points