**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 1102

2 CREDITS

**Course Title:** College Experience

**Catalog Description:**

Exploration of the numerous opportunities, resources and services available to university students as well as skills to optimize the college experience.

INSTRUCTOR INTRODUCTION TO THE COURSE:

This course provides students with an overview of the academic and social aspects of the college experience.Students will also explore the supports available and skills needed to make the most of their college experience.

**PREREQUISITE:** No Prerequisites 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:

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. Demonstrate an awareness of the overall university culture.
2. Demonstrate an understanding of academic expectations.
3. Demonstrate an understandings of college support services.
4. Demonstrate an awareness of various social participation options on campus.
5. Demonstrate an understanding of skills necessary for success in college.

Content Outline:

COURSE REQUIREMENTS:

1. College Experience Chart

Students will identify 3 clubs and 3 support services that they believe would be interesting and/or beneficial. Students will identify the club/service name, link on the FAU website, 1-2 sentence description and the contact person.

2) 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.

1. College Experience Interview / Presentation

 Students will choose one club/activity and on campus service from their college experience charts. Each is student will conduct two campus interviews. One interview is to be with a club sponsor or advisor. The second interview should be with a campus service provider. Interview questions must be approved by instructor prior to interview being conducted. Students will present their interviews to their classmates.

**ASSESSMENT PROCEDURES:**

|  |  |
| --- | --- |
| **Assignment** | **Possible** |
| College Experience Chart | 30 |
| College Experience Interviews/Presentation | 40 |
| In-class and Homework Assignments | 30 |

**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**

Downing, S., & Aspel, N., (2011). *On course: Strategies for creating success in college and in life.* Boston, MA: Wadsworth.

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, 4th Edition.* Boston, MA: Pearson.

Kanar, C. (1991). *The confident student.* Boston, MA: Houghton Mifflin Company.

Van Reusen, A., Bos, C., 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 1102 Sem/Year***

***COURSE SCHEDULE***

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ASSIGNMENTS |
| ***1*** |  | What is higher education? | HW: Review Syllabus |
| ***2*** |  | What is success in college? | HW: Self-Assessment |
| ***3*** |  | How can I learn more from my courses? | HW: Locate 5 brochures for campus resources |
| ***4*** |  | How can I best utilize the resources at my college? | HW: Join Owl Central |
| ***5*** |  | How can I enjoy my college experience? | HW: Positive Statement Activity |
| ***6*** |  | What can I do to help others during my time in college? | HW: Work on College Awareness Charts |
| ***7*** |  | How can I become a more confident student? | College Experience Charts DueHW: Awareness Check |
| ***8*** |  | How should I set goals and solve problems? | HW: Awareness Check |
| ***9*** |  | Who can I go to for help? | HW: Exercise 3.1, *The Confident Student* |
|  ***10*** |  | How can I make the most of my time? | HW: Awareness check  |
| ***11*** |  | How can I maintain my health and wellbeing? | HW: Awareness Check |
| ***12*** |  | What is self-motivation? | HW: Read pp 83-84 |
| ***13*** |  | What is self-management? | HW: Read p 117 |
| ***14*** |  | How can I become a lifelong learner? | HW: Read p 223 |
| ***15*** |  | Presentations | College Experience Presentation Due |

SLS 1102

SCORING RUBRIC FOR

 College Experience Chart

College Experience

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Developed Insightful Questions\_­­­\_\_ /5 |  |  |  |
| Chose Appropriate Participant \_­­­\_\_ /5 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /5 |  |  |  |

Overall Rating / Points Earned: / 15

SLS 1102

SCORING RUBRIC FOR

 College Experience Presentation

College Experience

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Developed Insightful Questions\_­­­\_\_ /5 |  |  |  |
| Chose Appropriate Participant \_­­­\_\_ /5 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /5 |  |  |  |

Overall Rating / Points Earned: / 15

SLS 1102

SCORING RUBRIC FOR

 Activity Registration

Recreation & Leisure

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Includes Required Components\_­­­\_\_ /20 |  |  |  |
| Clearly Communicates Ideas\_­­­\_\_ 20 |  |  |  |

Overall Rating / Points Earned: / 40