**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

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

**Phone:** **E-mail**:

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

Insert Instructor Picture Here.

Course Number: SLS 1201

2 credits

**Course Title:** Personal Development

**Catalog Description:**

A course focused on the development of self-understanding, overcoming obstacles and communicating strengths and weaknesses.

INSTRUCTOR INTRODUCTION TO THE COURSE:

In this course students will learn about the power of influence and choice. People influence others to do things, buy things, and believe things all the time. If an adult is to make good decisions, then they have to understand the all the options that have to choose from. They also have to have an understanding of their own goals and needs and how those influence their choices. So this course is about personal goals and needs, the influence others place on us, and how an adult can still make good choices when they consider all those powerful forces.

**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. An understanding of disabilities in general.
2. An understanding of his or her disability
3. The ability the determine personal strengths and weaknesses
4. The ability to identify accommodations to overcome specific areas of concern
5. An understanding of when and where those accommodations should be communicated to others.
6. The ability to appropriately community personal accommodations.

Content Outline:

ASSIGNMENTS AND ACTIVITIES:

1. Accommodation Chart

Student will create a chart that includes their personal strengths, areas and weakness and accommodations. The chart will be divided into the following three sections:

* Community Living
* Community Access
* Vocational

Students will identify when and how they should share this important information.

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.

3) Disability Research Project

Students will choose a person with a disability who they find inspiring. Students will research the individual to identify their disability, strengths, and weaknesses, ways in which they accommodated the disability and life outcomes of the individual. Students will have the option of creating a report, poster or PowerPoint presentation. Students will then share this information with their classmates. Disability, strengths, and weaknesses, ways in which they accommodated the disability and life outcomes of the individual

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Possible Points** | **Points I earned** |
| Accommodation Chart | 30 |  |
| Disability Research Project | 32 |  |
| In-class and Homework Assignments | 28 |  |
| **Total** | 100 |  |

**GRADING (FAU GRADING SCALE):**

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

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

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

D+= 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, 4th Edition.* Boston, MA: Pearson.

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

Peller, J., & Webb, K. (2005). *Dare to Dream for Adults.* Tallahassee, FL: Florida Department of Education.

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

Van Reusen, K., 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 1201**

**COURSE SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ***ASSIGNMENTS*** |
| ***1*** | ***8/22*** | What is self-determination? | Collect & organize class materials  HW: Research selected disability |
| ***2*** | ***8/29*** | Why is self-determination important? | HW: Research selected disability |
| ***3*** | ***9/5*** | What is a disability? | HW: Develop research project |
| ***4*** | ***9/12*** | Can people with disabilities be successful? | HW: Continue research project |
| ***5*** | ***9/19*** | Did you know \_\_\_\_\_ has a disability? | Disability Research Project Due  \*Disability Research Project Presentations |
| ***6*** | ***9/26*** | What is my disability? | Identify personal disability diagnosis |
| ***7*** | ***10/3*** | How can I make good choices? | Choice making scenarios  HW: read page 36 |
| ***8*** | ***10/10*** | How can I solve problems? | Problem solving scenarios  HW: read page 80 |
| ***9*** | ***10/17*** | When & who should I ask for help? | List members & roles of individuals in circle of support  HW: Read pages 8-9 |
| ***10*** | ***10/24*** | Can anyone help me help me in college? | List on campus needs/support |
| ***11*** | ***10/31*** | What are my strengths and weakness? | List strengths/weaknesses  HW: Read pages 2-5 |
| ***12*** | ***11/7*** | What supports would help me achieve my goals? | HW: Accommodation Chart |
| ***13*** | ***11/14*** | How do I ask for accommodations? | Role playing  HW: Accommodation Chart |
| ***14*** | ***11/21*** | No Class  Thanksgiving Break |  |
| ***15*** | ***11/28*** | Do I understand my accommodations? | ***Accommodation Chart Due*** |

Page references are part of:

Peller, J., & Webb, K. (2005). *Dare to Dream for Adults.* Tallahassee, FL: Florida Department of Education.

SLS 1201: Personal Development

**SCORING RUBRIC FOR**

**Accommodation Chart**

Name: Date:

Overall Rating / Points Earned: / 40

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Community Access  \_­­­\_\_ /10 |  |  |  |
| Community Living  \_­­­\_\_ /10 |  |  |  |
| Vocational  \_­­­\_\_ /10 |  |  |  |
| Presentation - Clearly Communicates Ideas  \_­­­\_\_ /10 |  |  |  |

SLS 1201: Personal Development

**SCORING RUBRIC FOR**

**Disability Research Project**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Includes Required Components (disability, strengths, and weaknesses, accommodations, and outcomes)  \_\_\_ /20 |  |  |  |
| Clearly Communicates Ideas  \_­­­\_\_ /12 |  |  |  |

Overall Rating / Points Earned: ­­­\_\_\_/ 32