**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor: Office:**

**Phone: E-mail:**

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

Insert Instructor’s Picture Here

Course Number: SLS 1205

2 Credits

**Course Title:** Be Safe, Stay Safe

**Catalog Description:**

In this class students will learn basic skills that will help them to be safe and stay safe in a variety of settings. Students will learn how to identify and avoid common threats to personal safety.

INSTRUCTOR INTRODUCTION TO THE COURSE:

Students will learn and apply proven strategies to become safe, responsible, and successful members of society. In class students will learn about how to stay safe when using the internet, how to figure out if a person you are talking or writing to online is really worthy or your trust or friendship, and how to avoid being bullied. Students will also learn about being safe on a date and when they are out with friends. The most important topic in this class is to help students have a plan to stay safe where ever they are.

**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 personal feelings (i.e. safe, unsafe).
2. Demonstrate an understanding of personal rights
3. Demonstrate an understanding of personal safety
4. Demonstrate an understanding of abuse and strategies to avoid abuse.
5. Identify a circle of trusted individuals.
6. Demonstrate an understanding regarding the roles of first responders

**Content Outline:**

COURSE REQUIREMENTS:

1. Safety Plan

Students will use the information learned thru ought this course to create a comprehensive personal safety plan. Safety plans will include components regarding safety in the community, home and workplace. A template will be provided to students.

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) Mid-Term Exam

Students will engage in a comprehensive exam covering all material taught during the first half of the semester. A study guide will be provided a week prior to the exam.

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Possible Points** | **Points I Earned** |
| Safety Plan | 40 |  |
| In-Class and Homework Assignments | 30 |  |
| Mid-Term Exam | 30 |  |
| **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.

Hafner, D. (2015). S*afety awareness for empowerment: S.A.F.E*. Madison, Wisconsin: University of Wisconsin.

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.

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 1205 Semester 20XX***

***COURSE SCHEDULE***

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ASSIGNMENTS |
| ***1*** |  | What is safety? | Review Syllabus, Course Expectations |
| ***2*** |  | What are my rights? | HW: My Rights Poster |
| ***3*** |  | What makes me feel safe, unsafe and uncertain? | HW: Safety Scenario Activity |
| ***4*** |  | Who should I trust? | HW: Tell Someone You Trust WS |
| ***5*** |  | Who should have the right to privacy? |  |
| ***6*** |  | How do I date safely? | HW: Safe Dating Review |
| ***7*** |  | How do relationships change? | HW: Review for Mid-Term Exam |
| ***8*** |  | Mid-Term |  |
| ***9*** |  | How do I develop a personal safety plan? |  |
| ***10*** |  | How should I interact with police? | HW: Police Presentation Reflection |
| ***11*** |  | How can I prepare for and prevent fires? | HW: Fire Presentation Reflection |
| ***12*** |  | How can I be a safe pedestrian and or bike rider? |  |
| ***13*** |  | What is bullying? | HW: Bullying WS |
| ***14*** |  | How can I defend myself? | HW: Finalize Safety Plans |
| ***15*** |  | Final Presentations | Safety Plans Due |

SLS 1205: Be Safe, Stay Safe

**SCORING RUBRIC FOR**

**Safety Plan**

Name: Date:

Overall Rating / Points Earned: /40

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