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| EAGL 0320**Transition to Independent Living: Off-Campus Living** **Fall 2023****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education**Instructor Information**Mateo Arenas**mza0189@auburn.eduSupervisor Information**Mrs. Stephanie Willis, M.S. CCC-SLP**Office: 136-D Foy Buildingstephaniewillis@auburn.edu | A logo for a college of education  Description automatically generated with low confidence |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**Course Number EAGL 0320**

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| **Course Title** | Transition to Independent Living: Off-Campus Living  |
| **Credit Hours** | 3 Credit Hours  |
| **Course Meetings** | Tuesdays and Thursdays, 9:30 a.m. to 10:45 a.m.  |
| **Prerequisites** | EAGLES Program Basic Program Completion  |
| **Corequisites** | Third Year EAGLES Student |
| **Instructor** | Mateo Arenas |
| **Office Location** | GA Room |
| **Phone/E-mail** | Mza0189@auburn.edu  |
| **Office Hours**  | By Appointment  |

1. **Date Syllabus Prepared:** Updated June 2023
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.
3. **Course Description-**The goal of this course is to teach third year EAGLES students how to generalize skills they have learned into a community setting. Students have access to almost all their basic needs on a college campus, however, to successfully transition, students need to learn how to access these supports in their community and how to access them independently. This course is meant to introduce students to the Auburn community so they can be engaged citizens through application-based lessons.
4. **Student Learning Outcomes:**
* Student will evaluate living arrangement requirements and personal means to live independently or semi-independently by exploring the current housing market and availability in desired locations.
* Student will demonstrate appropriate independent living skills by completing application-based activities such as identifying transportation in the community and accessing community resources.
* Student will demonstrate an understanding of living independently or semi-independently by listing responsibilities associated with maintenance and housing upkeep.
* Student will utilize time management to create a schedule that allots for all aspects of living independently such as attending class, cooking, commuting to work, cleaning, and attending social events.

**Course Requirements/Evaluation:**

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| Week | Date  | Class | Indicator | Assignment Due |
| Week 1 | 08/17 | EAGL 3102 SyllabusPre-Test  |  | Pre Test due in class |
| Week 2 | 08/22 | **Lecture:** Community Basics |  | Weekly Guided Notes are due in class. |
| Week 2 | 08/24 | **Lecture:** Vet |  | Weekly Guided Notes are due in class.Homework Assignment: Research 3 Veterinary Clinics near you |
| Week 3 | 08/29 | **Lecture:** Transportation in Community | IL. 53 | Weekly Guided Notes are due in class.Veterinary Homework Assignment Due |
| Week 3 | 08/31 | **Application-Based Activity:** Lee Russell, Uber, Lyft Assignment with a WING | IL. 44 IL. 45IL. 46IL. 48IL. 53 |  |
| Week 4 | 09/05 | **Lecture:** Parks and Rec |  | Weekly Guided Notes due in classTransportation Picture and Reflection due in Canvas. |
| Week 4 | 09/07 | **Application-Based Activity:** Plan an Outing to a park or recreational activity with a WING |  |  |
| Week 5 | 09/12 | **Lecture:** Medical (Eye Doctor) |  | Weekly Guided Notes are due in class.Parks & Rec Picture and Reflection due in Canvas. |
| Week 5 | 09/14 | **Application-Based Activity:** Visit Basden Eye Care with Dr. Brett Basden | IL. 44 IL. 45IL. 46IL. 48IL. 53 |  |
| Week 6 | 09/19 | **Lecture:** Public Library |  | Weekly Guided Notes are due in class.Eyecare Community Outing Reflection due on Canvas. |
| Week 6 | 09/21 | **Application-Based Activity:** Visit Auburn Public Library  | IL. 44 IL. 45IL. 46IL. 48IL. 53 |  |
| Week 7 | 09/26 | **Lecture:** Medical (General Physician) | IL. 28IL. 29IL. 30IL. 31IL. 36 | Weekly Guided Notes are due in class.Library Community Outing Reflection due on Canvas. |
| Week 7 | 09/28 | **Application-Based Activity:** Auburn College of Nursing Skills Lab – CPR, Heimlich, Basic First Aid  | IL. 44 IL. 45IL. 46IL. 48IL. 53 |  |
| Week 8 | 10/03 | **Lecture:** Financial  |  | Weekly Guided Notes due in classMedical Community Outing Reflection due on Canvas. |
| Week 8 | 10/05 | **Application-Based Activity:** Visit Bank  | IL. 53 |  |
| Week 9 | 10/10 | **Lecture:** Social Media in the Community |  | Weekly Guided Notes due in classAuburn Bank Community Reflection due on Canvas. |
| Week 9 | 10/12 | **Guest Speaker:** Daniel Chesser, Public Relations for Auburn City Schools |  | Social Media Apps or Reflection due in class |
| Week 10 | 10/17 | **Lecture:** Voting Registration/DMV IDs |  | Weekly Guided Notes due in class |
| Week 10 | 10/19 | **Application-Based Activity:** Visit DMV | IL. 53 |  |
| Week 11 | 10/24 | **Lecture:** Post Office |  | Weekly Guided Notes due in classDMV Community Outing Reflection due on Canvas. |
| Week 11 | 10/26 | **Application-Based Activity:** Visit the local Post Office – Off-campus | IL. 44 IL. 45IL. 46IL. 48IL. 53 |  |
| Week 12 | 10/31 | **Lecture:** Basic Home Maintenance  | IL. 55IL. 56 | Weekly Guided Notes due in classPost Office Reflection due on Canvas. |
| Week 12 | 11/02 | **Application-Based Activity:** Hardware Store Assignment with a WING | IL. 44 IL. 45IL. 46IL. 48IL. 53 |  |
| Week 13 | 11/07 | End of Semester Outing PlanPlan Your Outing/Workday |  |  |
| Week 13 | 11/14 | Plan Your Own Outing - Recap and Workday |  |  |
| Week 14 | 11/16 |  | No Class – EAGLES Interviews |
| Week 15 | 11/22 |  | Thanksgiving Break – No Class  |
| Week 15 | 11/24 |  | Thanksgiving Break – No Class |
| Week 16 | 11/28 | Plan Your Own Outing - PresentationsPost Test |  | Present Your Outing in classPost Test due in class |
| Week 16 | 11/30 | Last Class! Class outing. |  |  |

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| **Activity**  | **Points** | **Grading Scale**  |
| Pre Test | 20 | A90% - 100% |
| Application Activities | 110 | B80% - 89% |
| Guided Notes | 110 | D60% - 69% |
| Post Test | 20 | F59% and below |
| **Total Possible:** | 260 |  |

**Class Policy Statements:**

**Excused Absences.** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences,

<http://www.auburn.edu/student_info/student_policies/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**Auburn University Policy on Classroom Behavior.** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions. . .Students have the responsibility of complying with behavioral standards. . .Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.”

See Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be turned in the day the assignment is due by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**Course Contingency.** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Accommodations for Students with Disabilities.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Notice of Non-Discrimination:** Diversity, equity, inclusion and social justice are important values at Auburn University. Auburn University prohibits harassment and discrimination based on the following protected classes: race, color, sexual orientation, gender identity and gender expression, age, religion, national origin, disability, and veteran status. Auburn University does not discriminate on the basis of race, color, national origin, sex, pregnancy, sexual orientation, gender identity or expression, religion, disability, protected veteran status, genetic information, or age in its programs and activities. A bias incident is a non-criminal harassing or discriminatory act that is reasonably believed to be motivated by someone’s actual or perceived protected class status. Examples of bias-related incidents include epithets, slurs, negative stereotyping, damage to property, theft, physical violence and sexual assault. The Bias Education and Response Team, or BERT, housed under the Auburn University Division of Student Affairs, consists of a cross-disciplinary group of Auburn University staff who will ensure that students have a means to report bias incidents and receive information concerning prevention and awareness resources. A bias incident can be reported via the BERT website at: <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=7>

**Student Academic Grievance Policy.** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F%3A%5C05-SPRING%2018%5Cauburn.edu%5Cstudentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**Professionalism.** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices;
	+ Contribute to collaborative learning communities;
	+ Demonstrate a commitment to diversity; and
	+ Model and nurture intellectual vitality.