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| EAGL 2105  **Living Arrangements**  **Spring 2024**  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  Instructor Information  **Mrs. Stephanie Willis, M.S. CCC-SLP**  Office: 136D Foy Building  stephaniewillis@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 2105**

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| **Course Title** | Living Arrangements |
| **Credit Hours** | 3 credit hours |
| **Course Meetings** | Monday/Wednesday 11:00 – 12:15 |
| **Prerequisites** |  |
| **Corequisites** | N/A |
| **Professor** | Mrs. Stephanie Willis, M.S. CCC-SLP |
| **Office Location** | Foy 136D |
| **Phone/E-mail** | stephaniewillis@auburn.edu |
| **Office Hours** | By appointment |

1. **Date Syllabus Prepared:** Updated December 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-** 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 aims to prepare second-year EAGLES students on how to live off-campus according to their independent living goals, financial means, and accessing supports required to be successful at living off-campus. This course is meant to introduce students to the real world of living independently through application-based lessons in the community.
4. **Student Learning Outcomes:** 
   1. Students will evaluate their independent living skills in order to assist with identifying the support they will need when living off-campus.
   2. Students will demonstrate appropriate independent living skills by completing application-based activities and Independent Living Benchmarks to check for understanding of pre-skills required to live independently or semi-independently (i.e., budgeting for utilities, comparing income to housing expenses, utilizing transportation, and completing independent living assessments)
   3. Student will demonstrate an understanding of living independently or semi-independently by listing responsibilities associated with maintenance and housing upkeep.
   4. Student will reflect on all aspects of living independently by completing a pacing guide to assist in creating a feasible Housing Plan to accommodate his or her personal level of support required to live independently.

**Course Schedule:**

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| WEEK | DATE | CLASS | Indicator | ASSIGNMENT DUE |
| Week 1 | 01/10 | EAGL 2105 Syllabus  Canvas Review  Pre-Test |  | \*Pre-Test due in class |
| Week 2 | 01/15 | Dream Home Vision Board |  | \*Dream Home Vision Board due in class |
| Week 2 | 01/17 | Independent Living Assessment Part 1 |  | \*Independent Living Assessment due |
| Week 3 | 01/22 | Assessing Needs and Means |  | \*Weekly Guided Notes due in class  \*Introduce the Semester Budget and Chart Plan |
| Week 3 | 01/24 | Semester Budget Form Tracker |  | \*Fill out Semester Budget Form Week 1 due 01/29 |
| Week 4 | 01/29 | **Application-Based Activity** |  | \*Housing Hunting Activity due in class |
| Week 4 | 01/31 | **Application-Based Activity** |  | Independent Living Skills Demo: Cost of Living  \* Utilities and Cost of Living Assignment Due in class  \*Fill out Semester Budget Form Week 2 due 02/05 |
| Week 5 | 02/05 | Location, Location, Location: Introduce Off-Campus Readiness Checklist | IL. 45 | \*Discussion due in class |
| Week 5 | 02/07 | **Learning Experience:** Walk to 191 College | IL. 45 | \*Navigating the Community Discussion due 02/12  \*Fill out Semester Budget Form 3 02/12 |
| Week 6 | 02/12 | **Learning Experience:** Ride Transit to 160 Ross | IL. 45 | \*Navigating the Community Discussion due 02/14 |
| Week 6 | 02/14 | **Learning Experience:** AU Medical Clinic | IL. 45 | \*Navigating the Community Discussion due 02/19  \*Fill out Semester Budget Form 4 02/19 |
| Week 7 | 02/19 | Time Management   * Making a To-Do List * Scheduling an Appointment | IL. 27  IL. 29  IL. 30  IL. 38  IL.39  IL. 40  IL. 41 | \*Weekly Guided Notes due in class |
| Week 7 | 02/21 | Transportation in the Community | IL. 45 | \*Weekly Guided Notes due in class  \*Fill out Semester Budget Form 5 due 02/26 |
| Week 8 | 02/26 | **Application-Based Activity**  Part 1: Off-Campus Preparation Plan |  | \*Part 1 Due at the end of class |
| Week 8 | 02/28 | **Learning Experience:** Ride Transit to the Post Office | IL. 45 | \*Navigating the Community Discussion due 03/11  \*Fill out Semester Budget Form 6 due 03/11 |
| Week 9 | 03/04 | **NO CLASS | SPRING BREAK** | | |
| Week 9 | 03/06 | **NO CLASS | SPRING BREAK** | | |
| Week 10 | 03/11 | **Application-Based Activity** |  | \*Independent Living Skills Demo: Meal Planning & Budgeting due in class |
| Week 10 | 03/13 | **Application-Based Activity**  Part 2: Off-Campus Preparation Plan |  | \*Part 2 Due at the end of class |
| Week 11 | 03/18 | **Application-Based Activity** |  | \*Independent Living Skills Demo: Safety due in class |
| Week 11 | 03/20 | Responsibilities |  | \*Weekly Guided Notes due in class  \*Fill out Semester Budget Form 8 due 03/25 |
| Week 12 | 03/25 | Budgeting |  | \*Weekly Guided Notes due in class |
| Week 12 | 03/27 | **Application-Based Activity** |  | \*Analyzing Budget Tracker Form – due in class |
| Week 13 | 04/01 | **Learning Experience:** Ride Transit to 160 Ross and walk back to Campus | IL. 45 | \*Navigating the Community Discussion due 04/03 |
| Week 13 | 04/03 | Utilities |  | \*Weekly Guided Notes due in class |
| Week 14 | 04/08 | Independent Living Assessment Part 2 |  | \*Independent Living Assessment due |
| Week 14 | 04/10 | **Learning Experience:** Go to a Meal with a Budget |  | \*Navigating the Community Discussion due by Friday, 04/15 |
| Week 15 | 04/15 | Introduce Project/Workday |  |  |
| Week 15 | 04/17 | Project Workday |  |  |
| Week 16 | 04/22 | Project Workday |  |  |
| Week 16 | 04/24 | Present Project  Post-Test |  | \*Project due in class  \*Post-Test due in class |

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| **Activity** | **Points** | **Grading Scale** |
| Pre Test | 10 | A  90% - 100% |
| Application Activities | 50 | B  80% - 89% |
| Guided Notes | 50 | C  70%-79% |
| Assessments | 30 | D  60%-69% |
| Housing Plan | 100 | F  59% and below |
| In-class Activities | 50 |  |
| Final Project | 100 |
| Post Test | 10 |
| Total Possible: | 400 |

**Course Requirements/Evaluation:**

Course Assignments:

1. Students will complete guided notes, in class for all weekly lessons to ensure the acquisition of pre-requisite skills and knowledge required to assess housing needs, prepare appropriately for living arrangements, and solidify a housing option for the following semester.
2. Students will complete an application-based activity, attend a guest lecture from Auburn Housing, or participate in a community outing to reinforce the skills learned during each Living Arrangements lecture.
3. Students will participate in a pre and post-test to gauge how much they know, and how much they have learned.

**Class Policy Statements:**

**Participation**: Students are expected to participate in all class activities. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Assignments:** Written assignments are expected to be typed and are to be of high quality. Assignments must be turned in on the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under their corresponding Assignment link. Please do not email assignments. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**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](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy**: Arrangements to make up missed major examinations (e.g., hour exams, mid-term exams) 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 the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the makeup exam will be online via Canvas.

**Written Assignments** are expected to be prepared using word processing software (or other assignment-appropriate software e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

**Disability Accommodations:** 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 the 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>

**Honesty Code:**  All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. 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.

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

**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. 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
  + Model and nurture intellectual vitality