FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Exceptional Student Education

College Education

(To obtain a course number, contact erudolph@fau.edu)

UUPC Approval 11-8-21
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix SLS **Number** 2227	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Planning and Prioritizing

| **Credits** *(Review Provost Memorandum)*

 2

 Effective Date *(TERM & YEAR)*
 Spring 2022 | **Grading** *(Select One Option)*

 Regular ⦿

 Sat/UnSat ◯ | **Course Description** *(Syllabus must be attached; see Template and Guidelines)*

 Students will develop strategies that will support their academic, career related, and social/leisure activities. The central focus of this course is to develop and generalize skills using strategies that will support students in utilizing their working memory, while continuously updating information, leading students to become more automatic in their planning, preparing, and prioritizing skills, putting major emphasis on time-management in these three focal areas.
 This course is open to all students at FAU. |

| **Prerequisites, with minimum grade***

 Self-Monitor... Performance and Attention (SLS 2212); Emotion & Behavior Control (SLS2202) with C | **Corequisites**

 No corequisites | **Registration Controls** *(Major, College, Level)*

 None |

***Default minimum passing grade is D-.** Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

| **WAC/Gordon Rule Course**

 ☐ Yes ☑ No

 WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines. | **Intellectual Foundations Program (General Education) Requirement** *(Select One Option)*

 None

 General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines. |

Minimum qualifications to teach course

Master's degree in Education

| **Faculty Contact/Email/Phone**
 Diana Valle-Riestra (dvalleriestra@fau.edu) | **List/Attach comments from departments affected by new course**
 All COE departments (see attached) |

Approved by		**Date**
Department Chair	*Michael Brady*	10/18/2021
College Curriculum Chair		10/21/2021
College Dean		10/21/2021
UUPC Chair	*Dan Meeroff*	11-8-21
Undergraduate Studies Dean	*Edward Pratt*	11-8-21
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

NewCourseUG, revised Summer 2021

Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor: **Office:**
Phone: **E-mail:**
Office Hours: **Class Day/Time:**

Insert
Picture
Here

COURSE NUMBER: SLS 2227
TERM:
CRN:

2 CREDITS

COURSE TITLE: Planning and Prioritizing

COURSE DESCRIPTION: Students will develop strategies that will support their academic, career related, and social/leisure activities. The central focus of this course is to develop and generalize skills using strategies that will support students in utilizing their working memory, while continuously updating information, leading students to become more automatic in their planning, preparing, and prioritizing skills, putting major emphasis on time-management in these three focal areas. This course is open to all students at FAU.

INSTRUCTIONAL METHOD: This class is designated as "In-person: Attendance Mandatory." Class sessions will take place on campus with social distancing protocols. If missing class for a University-approved reason, students must email the instructor before class.

PREREQUISITES:

Self-Monitoring of Performance and Attention (SLS 2212).

Emotional and Behavioral Control (SLS 2202).

REQUIRED MATERIALS AND TECHNOLOGY:

Students will need to have access to a cell phone and a laptop/computer/or a tablet. Your FAU email will be used for communication in this class, so students are expected to check their email daily and respond to emails from the professor.
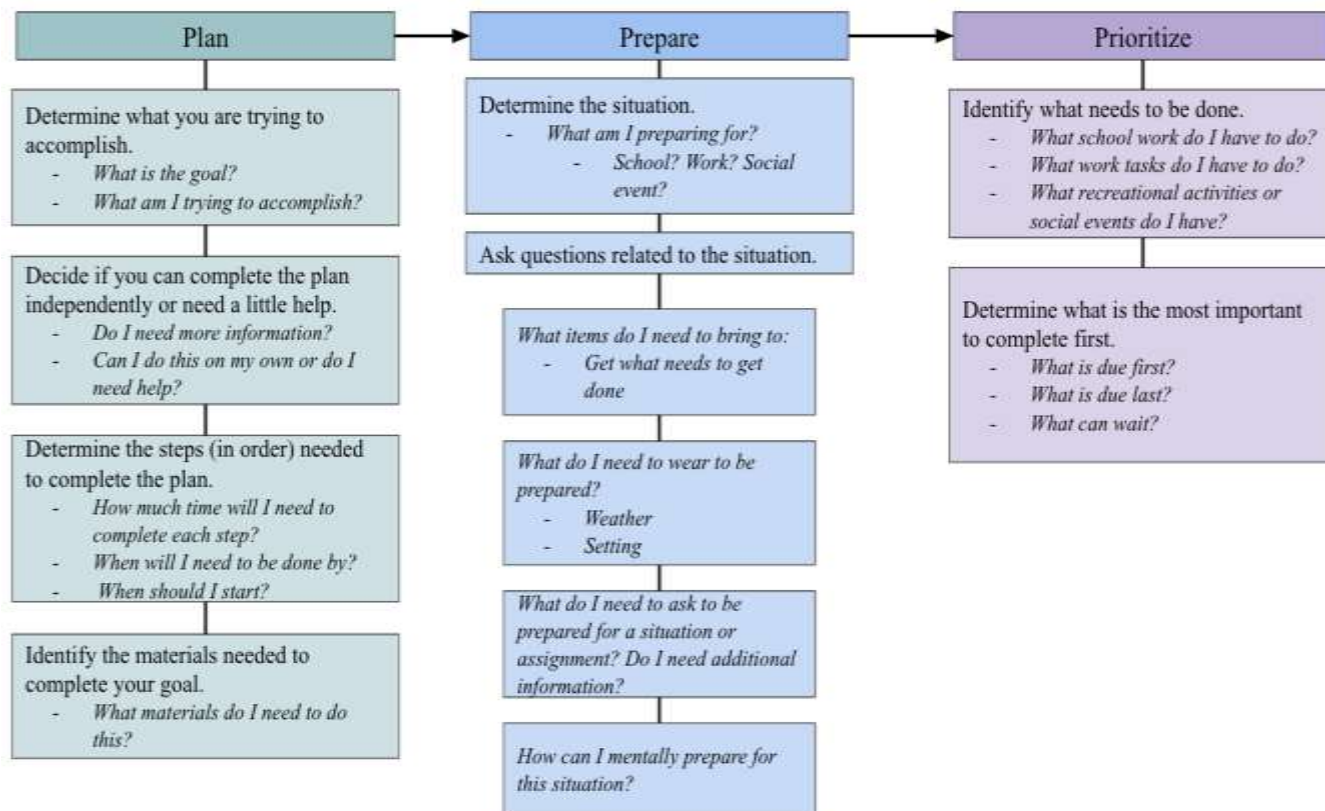

All written materials will be provided by the instructor in class or on Canvas (https://canvas.fau.edu). Materials will be provided in multiple formats as appropriate. Please refer to the course schedule for materials.

COURSE OBJECTIVES: At the end of the course, students will be able to:

1. Identify and describe the three (3) stages of the planning process.

2. Assess one's own ability to plan, including each stage and substage throughout the planning process.

3. Demonstrate the use of strategies that can be used to plan, prepare, and prioritize.

4. Align daily and weekly activities with level of priority.

5. Identify areas of growth in task prioritization and time management.

6. Assess the success of the use of strategies and application of the planning process.

CONTENT OUTLINE:

Plan	Prepare	Prioritize
Determine what you are trying to accomplish. - *What is the goal?* - *What am I trying to accomplish?*	Determine the situation. - *What am I preparing for?* - *School? Work? Social event?*	Identify what needs to be done. - *What school work do I have to do?* - *What work tasks do I have to do?* - *What recreational activities or social events do I have?*
Decide if you can complete the plan independently or need a little help. - *Do I need more information?* - *Can I do this on my own or do I need help?*	Ask questions related to the situation. *What items do I need to bring to:* - *Get what needs to get done*	Determine what is the most important to complete first. - *What is due first?* - *What is due last?* - *What can wait?*
Determine the steps (in order) needed to complete the plan. - *How much time will I need to complete each step?* - *When will I need to be done by?* - *When should I start?*	*What do I need to wear to be prepared?* - *Weather* - *Setting*	
Identify the materials needed to complete your goal. - *What materials do I need to do this?*	*What do I need to ask to be prepared for a situation or assignment? Do I need additional information?* *How can I mentally prepare for this situation?*	

COURSE EVALUATION METHOD: Course evaluation will be based on in-class activities, weekly organization tasks, and a self-reflection component. In-class activities will be based on course content and will focus on self-evaluating pre-existing planning and prioritizing skills, creating plans and prioritizing tasks, time management of task completion, and reflecting on weekly progress.

1) **Planning Self-Assessment:** This evaluation will be done at the beginning of the semester. Students will complete a survey that allows them to honestly self-assess their current planning skills. **(5 points)**

2) **Making a Plan:** Students will create three (3) plans (academic, employment/career, and social/leisure). They will select one (1) task they have to do in school, at work (if applicable), and at home (social) and create a detailed preparation plan that includes the end goal, the information they will need, the steps involved, and any materials needed. Each plan (the academic plan, the employment/career plan, and the social/leisure plan) is worth 10 points each. **(30 points total)**

3) **Priority Matrix:** Students will complete a matrix of tasks and activities that they are responsible for in their school life, work life, and social/leisure life and prioritize them in a priority matrix, identifying which tasks and activities are most important and which tasks are time wasters and distracters and should be reduced. **(30 points)**

4) **Aligning Time with Priorities:** Students will complete a template on three (3) different items, where they will choose something from their school life, work life, and social/leisure life. They will choose something that they need to work towards, academically, whether it is an assignment or project from another class, a task given to them at their job, and a social/leisure activity that they need to plan for. **(10 points)**

5) **Weekly Task Organization Portfolio & Reflection:** Throughout the semester, students will complete weekly task organization templates. Each week, students will document what they have to do throughout their week and differentiate between the tasks that can wait and the high priority tasks. Towards the end of the semester, they will put them into a portfolio to review with a peer (peer review). After reviewing with a peer, students will then reflect on the tasks that they prioritized in the beginning of the semester as opposed to the end of the semester, stating if there were any changes in their priorities. **(20 points)**

6) **Attendance and Participation:**
Attendance and participation are important. Students are expected to follow the course schedule. If a student is absent from class, it is his/her responsibility to obtain the information missed and be prepared for the next class session. **(10 points)**

Assignment	Possible Points	Earned Points
Planning Self-Assessment	5	
Making a Plan	30	
- Academic	(10)	
- Employment/Career	(10)	
- Social/Leisure	(10)	
Priority Matrix	30	
- Academic	(10)	
- Employment/Career	(10)	
- Social/Leisure	(10)	
Aligning Time with Priorities	10	
Weekly Task Organization Portfolio & Reflection	20	
Attendance & Participation	10	
TOTAL	**105**	

COURSE GRADING SCALE: Final grades will be calculated by adding together the total number of points obtained on each assignment, and converting to a percentage. Grades will be determined using the following grading scale:

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

COURSE SCHEDULE FOR SEMESTER

WEEK/ DATE	TOPICS	READINGS & ASSIGNMENTS
1 ***Insert date***	Introduction to the Planning Process	- Group Discussion: *What is the planning process?*
2 ***Insert date***	How am I as a Planner? - *Self- Reflection* - *Do I know how to plan?*	- Planning Self-Assessment
3 ***Insert date***	Planning: End Goal - *What is the goal?* - *What am I trying to accomplish?* - *How long will this take?* - *How long do I have?* - *Do I have what I need?*	- Weekly Task Organization
4 ***Insert date***	Planning: More Information - *Do I need more information?* - *Can I do this on my own or will I need help?*	- Weekly Task Organization
5 ***Insert date***	Planning: Steps - *What steps do I need to take to complete this?* - *How much time will I need for each step?* - *When do I need to be done?* - *When should I start?*	- Weekly Task Organization - Plan #1
6 ***Insert date***	Planning: Materials - *What physical items do I need to complete this?* - *Do I have them or do I need to get them?*	- Weekly Task Organization - Plan #2
7 ***Insert date***	Prepare: Situation - *What am I preparing for?*	- Weekly Task Organization - Plan #3

	- *Employment/Career?* - *Academic?* - *Social/Leisure Event?*	

8
Insert date
	Prepare: Situation
	 - *What materials am I bringing with me?*
	 - *What do I need to wear?*
	    - *What will the weather be?*
	    - *Where am I going?*
	 - *What do I need to ask?*
	 - *How can I mentally prepare?*
		- Weekly Task Organization

9 *Insert date*	Prioritize: Task List - *What schoolwork do I have to do?* - *What work tasks/schedule do I have?* - *What recreational activities or social events do I have?*	- Weekly Task Organization - https://www.youtube.com/watch?v=czh4rmk75jc
10 *Insert date*	Prioritize: Importance and Timeline - *Is there a due date?* - *What is due first?* - *What is most important?* - *What affects me the most?* - *Time-wasters or distracters*	- Weekly Task Organization - Priority Matrix
11 *Insert date*	Planning: Overcoming Challenges - *Unexpected life events* - *Getting stuck*	- Weekly Task Organization
12 *Insert date*	Putting it all Together: Aligning Time with Priorities - *What is the end goal?* - *What steps or tasks have to be done to complete the goal?* - *What do you do if you run into a challenge or a problem?* - *How can you manage your time for each step?*	- Weekly Task Organization - Aligning Time with Priorities
13 *Insert date*	Peer Review Portfolio	- Task Organization Reflection
14 *Insert date*	Reflection and Review	- Group Debriefing

Name:_____   Date:_____

Planning Self-Assessment

Directions: Evaluate or determine your current planning skills by scoring the statements using the scale provided.

Statements	Always (2)	Sometimes (1)	Never (0)
I complete tasks and activities in order of priority.			
I am able to meet deadlines or due dates without rushing or waiting until the last minute to get it done.			
I am productive with my time.			
I can manage the pressure of addressing or completing multiple tasks at once.			
I don't give up trying to accomplish something that is difficult or confusing.			
I address difficult tasks without procrastinating.			
I will evaluate a task and then see if I can do this on my own or if I will need help.			
I have considered the time I need to complete a task or activity.			
I plan out my time before I get started on completing tasks.			
I plan out what I need before I get started on completing a task.			
I pay attention to time in between tasks and activities.			
I prepare a daily or weekly "To Do" list.			
I can avoid interruptions and keep them from distracting me from completing tasks.			
I plan out working on tasks by how important they are.			
I try and not spend time on wasteful activities unless I have gotten important matters done.			
			Total:_____

SCORING YOUR ASSESSMENT- Use the following rubric to assess your current self-control skills.

25-30 points - You have *excellent* self-control skills. This is a significant area of strength.

19-24 points- You have *some* strong self-control skills, but you need to work on developing your skills.

10-18 points- You have *basic* skills in controlling your emotions and behaviors and need to work on strengthening and developing your skills further.

1-9 points- Your self-control skills *need to be improved*. This is a significant area of weakness.

Name:_____   Date:_____

My _____ Plan

1. What is the goal? (What needs to get done?)

2. What information do I need? Will I need help or can I do it on my own?

3. What are the steps?

4. What materials will I need? Where can I find/get them?

5. When does it need to be done by? How much time do I have?

Name:_____ Date:_____

Task Organization

This Week's "To Do" List

Tasks That Can Wait

High Priority Tasks ⚠️

Order of Importance ✍️

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

Name:_____   Date:_____

Task Organization Reflection

Directions: Answer the following questions based on your portfolio review.

1. After reviewing your portfolio, did you notice any tasks you wrote down as "high priority" in the beginning of the semester that you did not consider as a "high priority" towards the end of the semester? Circle one.

   Yes or No

2. If you answered "Yes" to number 1, what tasks were they?

   _____

   _____

3. Why do you think you did not consider them to be "high priority" towards the end of the semester?

   _____

   _____

4. Were there any tasks that remained to be important throughout the semester for you?

   Yes or No

5. If you answered "Yes" to number 4, which tasks were important to you the entire semester? Why do you think they were important?

   _____

   _____

   _____

   _____

6. What is one thing you learned about yourself and organizing your tasks after doing your portfolio review?

   _____

   _____

Name:_____   Date:_____

Priority Matrix

Directions: Think about the list of things you need to do and put the tasks in the right places at the right time. This will help you resign tasks that are important and that are not important.

URGENT AND IMPORTANT	NOT URGENT, BUT IMPORTANT
ACTION: Do First	**ACTION**: Do Next/Schedule
NOT URGENT, NOT IMPORTANT	**TIME WASTER- REDUCE**
ACTION: Do Later or Delegate	**ACTION**: Avoid/Reduce

Name:_____   Date:_____

Aligning Time with Priorities

 Directions: Write down 1 goal you would like to accomplish. Then, 3 tasks that need to be done in order to accomplish it. Identify 1 possible challenge you might have for each task, and a strategy you can use to tackle each challenge.

Goal/Intention:		
Activity/Task:	Activity/Task:	Activity/Task:
Possible Challenge:	Possible Challenge:	Possible Challenge:
Time Management Strategy:	Time Management Strategy:	Time Management Strategy:

POLICIES AND PROCEDURES

ATTENDANCE POLICY STATEMENT:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

DISABILITY POLICY STATEMENT:
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 University Regulation 4.001.

VIRTUAL LEARNING EXPECTATIONS FOR STUDENTS:

The Department of Exceptional Student Education (ESE) strives to create a safe, secure and productive learning environment where students, faculty, and staff can work together confidently and in mutual respect. To encourage the active participation and success of our students in virtual learning class sessions, we the ESE faculty and staff require that students adequately prepare, fully engage, and demonstrate proper etiquette during class sessions conducted via videoconferencing (e.g., Zoom, Webex).

Preparing for Virtual Class Sessions. Technology can simultaneously be our friend and foe. Thus, it is best to prepare and test your equipment and connection prior to class-time by doing the following:

§ **Test your video and audio.** Begin testing your video, audio, and WiFi connection 5-10 minutes prior to class session start time. This can be done at: zoom.us/test.

§ **Connect via a stable, high-speed WiFi signal.** You are expected to connect via stable, high speed WiFi, rather than 3, 4 or 5G connections. Videoconferencing works more consistently and better (e.g., fewer freezing and dropped connections) when connected via a stable, high-speed WiFi signal.

§ **Use a desk or laptop computer with a webcamera.** Videoconferencing can be conducted via Apps or browser on cellular telephone or tablet devices, but to avoid technical difficulties, have access to all features of the videoconferencing software, and adequately view shared screens, you are expected to use a desk or laptop computer to access virtual learning class sessions.

During Virtual Class Sessions. In virtual learning class sessions, we seek to simulate the face-to-face experience to the best of our ability, thus the following requirements are in effect for learning environments during virtual learning class sessions:

§ **Turn on your video, adjust your camera, and look at the camera**. Connect with your video enabled, your camera at eye level and positioned so that natural or artificial light is facing you (i.e., coming from behind your monitor). Wear professional attire, meaning, no PJs, revealing or inappropriate or clothing with obscene logos, text, etc.

§ **Mute your audio unless you are speaking.** Reduce or eliminate background noise and unmute to communicate often/as needed to the class session.

§ **Utilize a quiet, distraction-free environment.** Use a simple, quiet, distraction-free space to fully engage in the class' activities. Sit at a desk/table to maintain the camera at eye level. During the virtual class session, you should engage in class activities *exclusively* and no additional activities.

Virtual Learning Etiquette. Here are some general rules for courtesy/engagement in virtual class sessions conducted via videoconferencing:

§ **Limit distracting actions.** Limit eating, drinking, unnecessary movement, and other distractions (e.g., people, pets, music or TV/background noise) during the virtual class session. These actions may distract you, the instructor, and others.

§ **Try not to multitask.** Give your full attention and participation during the class session. Engaging in multitasking (e.g., browsing other windows, online shopping, texting, working on other tasks) significantly limits your engagement and interaction.

§ **Arrive on time and remain until the end.** Begin connecting 5-10 minutes prior to class start time to allow time to test your connection and set up your virtual learning environment. If you lose connection, re-connect promptly.

§ **Engage Appropriately and adhere to the University Honor Code.** Respect the rights of yourself and other learners in the virtual class session by participating in ways that convey consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language – both written and verbal. (e.g., while using "chat" feature or speaking to the group or individuals). Adherence to FAU's Code of Academic Integrity is required within virtual learning environments as well.

§ **Recording Sessions.** Respect the intellectual property and other rights of the course instructor and your peers in the virtual class session. Recording, screen capture, or creation of any permanent product(s) of the course session (for private or public use) is only allowed with the expressed permission of the instructor.

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▪▪

Instructions: Complete the section below indicating that you have read, understand, and will adhere to the principles and guidelines outlined above for engaging in class sessions conducted via videoconferencing (e.g., Zoom, Webex).

_____   _____

Student Name   **Student Signature**

_____   _____

Instructor Name   **Course Prefix, Number, and Title**

_____

Date

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Allain, P., Nicoleau, S., Pinon, K., Etcharry-Bouyx, F., Barré, J., Berrut, G., Dubas, F., & Le Gall, D. (2005). Executive functioning in normal aging: A study of action planning using the Zoo Map Test. *Brain and Cognition, 57*, 4-7.

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Thibodeaux, J., Deutsch, A., Kitsantas, A., & Winsler, A. (2017). First-year college students' time use: Relations with self-regulation and GPA. *Journal of Advanced Academics, 28*(1), 5-27.