###### RSED 4120

Independent Living Services in Rehabilitation

***Fall 2015***

**Department of Special Education, Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

**Graham L. Sisson, Jr.**

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Office Hours:

**By appointment**

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

**Fall 2015**

**1. Course Number: RSED 4120**

Course Title: Independent Living Services in Rehabilitation

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Time: Monday 5:00 p.m. until \_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Instructors Graham L. Sisson, Jr. (205) 706-4034**

[**grambosco@gmail.com**](mailto:grambosco@gmail.com)

**Office Hours: Call or email for appointment**

**2. SYLLABUS PREPARED**: August 2015.

**3. TEXTBOOK:**

Paul K. Longmore and Lauri Umansky, The New Disability History, 2001 New York University Press.

Instructor will provide you references for additional materials.

**4. COURSE DESCRIPTION:** The independent living movement is an important part of the broader movement for disability rights. It is based on the premise that people with even the most significant disabilities should have the choice of living in the community and taking control of their lives. This can be accomplished through the creation of personal assistance services allowing an individual to manage his or her personal care, to keep a home, to have a job, go to school, worship, and otherwise participate in the life of the community. The independent living movement also advocates for the removal of architectural and transportation barriers that prevent people with disabilities from sharing fully in all aspects of our society.

Although there were earlier experiments with this concept, it wasn’t until 1972 that the first Center for Independent Living was founded by disability activists in Berkeley, California. By the turn of the century there were hundreds of such centers all across the United States, and throughout much of the rest of the world. In the meantime, a series of landmark court decisions, along with sustained advocacy by people with disabilities for legislation such as the Rehabilitation Act of 1973, as amended; the Individuals with Disabilities Education Act of 1975; and most notably the Americans with Disabilities Act of 1990, as amended, have secured for Americans with disabilities unprecedented access to their civil rights, and thus to the society around them.

The course will focus on major disability rights laws, core services for independent living, and advocacy. The particular focus will be on the Americans with Disabilities Act (“ADA”); ADA Amendments Act (“ADAAA”), Rehabilitation Act of 1973, Section 504 and the Work Innovation and Opportunity Act (WIOA, 2015).

**5. COURSE OBJECTIVES:**

1. Students will develop a basic understanding of the history, and legislative influences as well as the purpose of Independent Living.
2. Students will develop a basic understanding of Systems Advocacy and Self-Advocacy.
3. Students will learn about court decisions impacting independent living.
4. Students will develop a basic understanding of how families and consumers have impacted disability policy through advocacy.
5. Students will develop a basic understanding of the philosophy of Independent Living and the historical perspectives of the independent living movement.
6. Students will develop a basic understanding of the five core services Centers for Independent Living provide.
7. Students will develop a basic understanding of the role Centers for Independent Living play in transitioning persons with disabilities into the community.

**6. COURSE CONTENT & SCHEDULE:**

August 17, 2015 - **Overview of the course requirements, information about coursework, and reading assignments.**

August 24, 2015 - **People First Language –** Posted on Blackboard/Introduction/Chapter 1 Longmore Book. **Disability History and the Independent Living Movement.** Reading Assignment: <http://www.ilru.org/html/publications/bookshelf/freedom_movement.html>

August 31, 2015 - **Disability History and the Independent Living Movement.**

Reading Assignment: Chapter 2 Longmore Book; Presentation <http://www.ilru.org/html/publications/bookshelf/freedom_movement.html>

September 7, 2015 – **Labor Day - Holiday**

September 14, 2015 - **Disability History and the Independent Living Movement**

Reading Assignment: Chapter 3 Longmore Book; Presentation <http://www.ilru.org/html/publications/bookshelf/freedom_movement.html>

September 21, 2015 - **Disability Rights Laws**

* Rehabilitation Act of 1973, as amended
  1. Section 501 <http://www.eeoc.gov/laws/statutes/rehabilitation>
  2. Section 503 <http://www.dol.gov/ofccp/regs/compliance/fs503.htm>
  3. Section 504 <http://www.dol.gov/oasam/regs/statutes/sec504.htm>
  4. Section 508 <http://www.justice.gov/crt/508/archive/deptofed.html>
  5. Amendments creating Independent Living Centers (Title VII) <http://www.dps.missouri.edu/resources/rehabact/Title_VII/title_vii.html>
  6. A Guide to Disability Rights Laws <http://www.ada.gov/cguide.htm#anchor65610>
  7. History & Regulations to VR Programs <http://www.in.gov/fssa/files/History_and_Regulations.pdf>
  8. Workforce Innovation and Opportunity Act (“WIOA”) of 2015. <http://thomas.loc.gov/cgi-bin/bdquery/z?d113:h.r.803>:

<http://www.doleta.gov/WIOA/>

September 28, 2015 - **Disability Rights Laws**

1. ADA -Americans with Disabilities Act of 1990

Reading Assignment <http://www.ada.gov/>

<http://www.eeoc.gov/facts/fs-ada.html>

<http://www2.ed.gov/about/offices/list/ocr/docs/hq9805.html>

1. ADAAA -Americans with Disabilities Amendments Act of 2008

<http://www.eeoc.gov/laws/statutes/adaaa.cfm>

October 5, 2015 **Centers for Independent Living**

Five Core Services – Chapters 4 and 5, Longmore Book; Presentations

October 12, 2015 - **Mid-Term -- STATE HOLIDAY**

October 19, 2015 - - **Turn in Independent Living Paper/Presentation**

Reading – Chapters 6, 7 and 8, Longmore Book; Presentations

October 26, 2015 **Peer Counseling – Disability Pride – IL PAPER DUE**

Reading Assignment

<http://www.ilru.org/html/publications/readings_in_IL/boundaries.html>

<http://www.ilru.org/html/publications/ilru/fieldwork_Disability_Pride.rtf>

Chapters 9 and 10, Longmore Book; Presentations

November 2, 2015 - Reading – Chapters 11, 12 Longmore Book; Presentations.

November 9, 2015 – Reading – Chapters 13, 14 Longmore Book; Presentations

November 16, 2015 - **Review for Final/Disability Related Movie**

November 23, 2015 - **Thanksgiving Break**

November 30, 2015 - **Final**

\*\* The syllabus/schedule may be revised to accommodate the needs of the students and/or guest speakers. Proper notification will be given if any change in schedule or assignments occurs.

**7. COURSE REQUIREMENTS/EVALUATION:**

**A. Examinations**: There will be two examinations. A midterm and final. The exams will cover material covered in class lectures, reading assignments, and handouts. The exams are **100 points each** for a total of **200 points.**

**B. Assignments**

**Independent Living Paper (Due October 26, 2015)**

Students will complete a 2-3 page paper on an individual with a disability who has had an impact on the Independent Living Movement or in the disability community. This paper will come from various resources on the internet, books, and journals relating to Rehabilitation. This assignment is for a total of **100 points.**

Independent Living Paper:

The paper must include 4 parts as described below (each is worth 25 points)

1. Introduction: Must explain the disability of the actual person with a disability.
2. Functional Limitations: Must describe the functional limitations of person with a disability at work and home.
3. Assistive Technology: Must describe the assistive technology (AT) used by the person with the disability to overcome the functional limitations and/or suggested AT by the student.
4. Conclusion: Describe what you learned and how your perception of persons with disabilities has changed.

**8. GRADING & EVALUATION**:

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

**Assignment/Activity Points** Mid-Term Examination...................................................100 points   
Final Examination...........................................................100 points

Independent Living Paper………………………….......100 points

Total available points.....................................................300 points

Points will be accumulated toward the total number available and divided on 100 point scale. Grades will be assigned on the basis of number of points earned on 100% scale as followed:

**Grading Scale**

270-300 = A

240-269 = B

210-239 = C

180-209 = D

179 and below = F

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**9. COURSE EVALUATION:** Student perception and evaluation of the course is valued by the instructor, the department, and the university.

**10. CLASS POLICY STATEMENTS:**

**Participation:** Students are expected to participate in all class discussions and participate in all exercise. 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.

**Attendance:** Attendance is required at each class meeting. Unavoidable excuse from campus, other than illness, must be documented and cleared with the instructor in **advance**.

The SERC attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of ―FA unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see ***Tiger Cub***).

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). 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 and during the regularly scheduled class time. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment. **NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit. Exams:** If an exam is missed, a make-up exam will be given only for University approved excuse as outlined in the Tiger Cub. Arrangements to take the make-up exam must be made in advance (i.e., In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.) Students who miss a quiz because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class.

**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 ***Tiger Cub***).

**Accommodations for Students with Disabilities:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail (rennesr@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Office of Accessibility, 1244 Haley Center at 844-2096.

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**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

**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.” See ***Tiger Cub***for steps toward redress.

**The course syllabus provides a general plan for the course; deviations may be necessary**