**RSED 4120-002**

**Independent Living Services in Rehabilitation**

***Fall 2017***

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

**College of Education**

**Leslie Wofford, M.Ed, CRC**

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**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

**Fall 2017**

**Course Number: RSED 4120-002**

Course Title: Independent Living Services in Rehabilitation

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Time: Monday 5:00 – 7:45**

**Haley Center Room 1212**

**Instructors: Leslie Wofford, M.Ed, CRC**

**Doctoral Candidate**

**Special Education, Rehabilitation, Counseling**

**Email:** [law0038@auburn.edu](mailto:law0038@auburn.edu)

**Office Hours: Wednesday 1 – 3 pm**

**Date Syllabus Prepared**: **August 2018**

**Required Texts:** Independent living for physically disabled people.

Nancy M. Crewe & Irving Kenneth Zola, 2001

***Supplemental readings will be provided on CANVAS***

**COURSE DESCRIPTION:**

**Independent Living Services in Rehabilitation:** This course will examine the early historical treatment of individuals with disabilities beginning with the Industrial Revolution. Societal, medical and cultural aspects of disability will be explored from its impact on the individual, and society as a whole. The history and birth of the Independent Living Movement and key players will be identified. This movement will be discussed in relation to other social movements and lead into the introduction of the Independent Living paradigm, philosophy, and Independent Living Centers. Significant disability legislation will be reviewed. The history of the Alabama Department of Rehabilitation Services and Departments within will be reviewed with a specific focus on the State of Alabama Independent Living Services Program. Specific issues involved across the life span, such as education, employment, housing, transportation, and quality of life.

**COURSE OBJECTIVES:**

1. Students will explore the historical context of how individuals with disabilities have been treated.
2. To review the history of the Independent Living Movement and the initiators of the movement; as well as how this movement relates to other social movements.
3. Students will explore the Independent Living Paradigm and the Independent Living philosophy.
4. Student will review significant legislation that impacts individuals with disabilities.
5. Students will be introduced to the Alabama Department of Rehabilitation Services, with a specific emphasis on the State of Alabama Independent Living Services Program and the services offered in this program.

**COURSE CONTENT & SCHEDULE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Due** |
| **August 20**  week 1 | Introductions and review of the syllabus |  | None |
| **August 27**  week 2 | The Freak Show 1835 - 1940 | Chapters 1 & 2  (Crewe & Zola) | None |
| **September 3**  week 3 | Labor Day Holiday: No Class |  | None |
| **September 10**  week 4 | People First Language  Changing Social Attitudes and Legislation Regarding Disability | Chapter 4  (Crewe & Zola)  \*Reading posted to CANVAS | **Perspective Paper** |
| **September 17**  week 5 | Institutionalization  Alternative Program Models/Barriers to Services | \*Reading posted to CANVAS | None |
| **September 24**  week 6 | Independent Living Services  Disability Rights Laws | \*Reading posted to CANVAS | None |
| **October 1**  week 7 | The Rehabilitation Act of 1973  The Independent Living movement in relation to other social movements.  Mid-term review | Chapter 7 & 8  (Crewe & Zola) |  |
| **October 8**  week 8 | **Mid-term** |  | **Mid-term** |
| **October 15**  week 9 | Overcoming Distance as a Barrier  Designing Supportive Physical Environments | \*Reading posted to CANVAS | None |
| **October 22**  week 10 | Centers for Independent Living | Chapters 10, 11 & 12  (Crewe & Zola) |  |
| **October 29**  week 11 | Care, Counseling & Training | None |  |
| **November 5**  week 12 | ADA Checklist for Existing Facilities exercise | Chapter 17  (Crewe & Zola) | **ADA Checklist due** |
| **November 12**  week 13 | Organizing Political Actions | None |  |
| **November 19**  week 14 | Thanksgiving Break | None |  |
| **November 26**  week 15 | The Future for Independent Living  Quality of Life  Final review | Chapter 18  (Crewe & Zola)  \*Reading posted to CANVAS |  |
| **December 3**  week 16 | **Final Exam** | None | Final Exam |

**Assignments are due on the assignment due date per the schedule.**

\*\* 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.

**COURSE REQUIREMENTS/EVALUATION:**

**Assignments**

**Personal Perspective Paper (10 points):**A personal perspective paper for the Freak Show PowerPoint presentation regarding disability will be required. The paper should be 3-5 pages, and will be due the class period following the showing of the videotape and PowerPoint presentation. A grading rubric for this assignment will be provided.

**Group ADA Checklist (20 points):** Students will break into groups and complete an ADA Checklist on a building of their choice on Auburn’s campus. The ADA Checklist for Existing Facilities will be provided for each group. Students will need to complete the Checklist as instructed to include measurements, but not photos. After the Checklists are complete, each group will return to the classroom, share their findings, and make recommendations for barrier removal**.**

**Exams: On-Campus – Taken in the classroom (30 points each)**

Two exams, a mid-term and final, will be taken through hard copy, in multiple choice format, some true/false and short answer items. Questions will cover assigned reading (whether covered in class or not) and lecture-presented material from the first class through the class prior to the mid-term. The final exam will be given the last day of class and will not be a comprehensive final, but instead cover material after the mid-term through the end of the semester. A review of material covered will be given prior to each exam.

**Class Participation (10 points):**

While lecture formats often preclude extensive class discussion, it is anticipated that you will have a number of questions, comments, or personal knowledge of the information. Please share these thoughts, comments, or questions as you have them. This section includes in class assignments, quizzes regarding prior session materials, and reflections on in class assignments. You are encouraged to bring a smart phones and computers in class and use them to look up information we are discussing and share what you find with the rest of the class.

**Grading:**

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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignments** | **Point values** |  |  | |
| Examinations (2 exams @ 30 points each) | 60 |  |  |  |
| Class Participation | 10 |  |  |  |
| Protest Poster | 10 |  |  |  |
| Group ADA Checklist | 20 |  |  |  |
| **Total** | **100** |  |  |  |

Grades will be assigned on the basis of number of points earned on 100 scale, as follows:

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**CLASS POLICY STATEMENTS:**

To access the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) the URL is <http://www.auburn.edu/student_info/student_policies/>

**Attendance**: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**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 class for any other reason must contact the instructor in advance of the absence to request permission.

***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.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). 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 of the date that the student initiates arrangements for it. Except in an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**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.)

**The Web Ate My Homework and Other Excuses:**

By registering for this course, please realize:

* This course relies heavily on online technology and often requires students to download and employ third-party software programs and troubleshoot their own technology problems. Since I can't make house calls or analyze multiple different student computer systems, troubleshooting may involve working with the campus help desk, LRC, peers, etc. That being said, if you have tech issues, I will happily try to help you during regular office hours.
* Some assignments for this course are submitted electronically to CANVAS. Courses with electronically submitted assignments require students to take responsibility for saving/backing up work and for re-doing assignments if they fail to back up their work. (It’s a good idea to create assignments in Word, Pages, or other word processing software in case CANVAS times you out or you lose your connection.)

**Written Assignments** are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Papers will be written using Person-First Language (i.e. “child with a disability” rather than “disabled child”). Written assignments are to be of a quality that would be expected of a professional. Please submit your written assignment via Canvas. If Canvas is having difficulty, please email me.

**Incompletes and Withdrawals:**Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy. If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th day to mid-quarter a W (withdrawn-passing) grade will be recorded on your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Please note that the incomplete policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form is not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports the grades.

**Academic Integrity:** As students of Auburn University (Rehabilitation Counseling and Rehabilitation Counseling & Disability Studies), you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to Auburn University Policy.

All you work in this class should be **original to you and this class.** Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor. **Do not acquire assignments from previous students. Using work from previous students is considered cheating/plagiarizing and will be addressed according to AU policy.**

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in the references at the end of the paper by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking the credit – deliberately or inadvertently – for someone else’s work or idea’s.

**Instructional Modifications:**  Students who have a disability or condition that may impair the ability to complete assignments or otherwise satisfy course requirements as assigned are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor at the beginning of the semester or as soon as possible if the condition is diagnosed during the semester. **If you have a condition that may have some impact upon your work in this class or for which you may require accommodations, please contact the Office of Accessibility.**